DOCUMENT RESUME

ED 163 174 CE 017 966

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|---|---|
| AUTHOR | Stitt, Thomas R.; And Others |
| TITLE | Standards for Quality Agricultural Occupations Programs as Validated by the Agricultural Occupations Teachers in the Secondary and Area Vocational Centers of Illinois. Part I and Part II. [A Final Report]. |
| INSTITUTION | Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.; Illinois Univ., Urbana. Div. of Agricultural Education.; Southern Illinois Univ., Carbondale. Dept. of Agricultural Industries. |
| SPONS AGENCY | Southern Illinois Univ., Carbondale. |
| PUB DATE | Jun 78 |
| NOTE | 191p.; Not available in hard copy due to reproducibility problems |
| EDRS PRICE | MF-$0.83 Plus Postage. HC Not Available from EDRS. |
| DESCRIPTORS | *Agricultural Education; Agricultural Occupations; Area Vocational Schools; *Data Analysis; *Data Collection; Horticulture; Metropolitan Areas; Postsecondary Education; Program Content; Program Design; Program Development; *Program Validation; Questionnaires; Secondary Education; *State Standards; Tables (Data); Teacher Characteristics; Teacher Qualifications; Vocational Agriculture Teachers |
| IDENTIFIERS | *Illinois; Illinois Standards Project |

ABSTRACT

This report details the process of the Illinois Standards Project to develop, adopt, and implement standards of quality for agricultural occupation programs at both the secondary and postsecondary levels throughout Illinois. Part I, standards for quality programs in area vocational centers excluding metropolitan areas, is divided into three sections. The introduction gives historical settings of the project, the need for standards in Illinois, and rationale, purpose, and objectives of the standards. Section 2 presents the procedural model and describes the use of a steering committee, organizational strategies, informational instruments, pretesting, use of sectional chairmen, followup, and progress report. The third section on analyses contains preliminary data and validation of standards for the various occupations. The bulk of part I contains twenty appendixes including information for the steering committee, news releases, and standards for specific occupations. Tables and figures are included. Part II, standards for programs in the Chicago area is similar in arrangement and is concerned with standards responsive to metropolitan educational needs. Sixteen tables are included which illustrate teacher ratings of standards, qualifications of teachers, and statistics concerning individual horticulture-agriculture programs available in metropolitan schools. Teacher questionnaires are appended. (CT)

# Standards for Quality Agricultural Occupations Programs as Validated by the Agricultural Occupations Teachers in the Secondary and Area Vocational Centers of Illinois.

RDI-A8-558

## Part I and Part II

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A FINAL REPORT

PART I

# STANDARDS FOR QUALITY PROGRAMS IN AGRICULTURAL OCCUPATIONS IN THE SECONDARY SCHOOLS AND AREA VOCATIONAL CENTERS OF ILLINOIS, EXCLUDING THE METROPOLITAN AREAS

PART II

# STANDARDS FOR QUALITY PROGRAMS IN AGRICULTURAL OCCUPATIONS IN THE SECONDARY SCHOOLS OF METROPOLITAN AREAS, PRIMARLY COOK AND DUPAGE COUNTIES IN ILLINOIS

CE 017 966

PART I

# STANDARDS FOR QUALITY PROGRAMS IN AGRICULTURAL OCCUPATIONS IN THE SECONDARY SCHOOLS AND AREA VOCATIONAL CENTERS OF ILLINOIS, EXCLUDING THE METROPOLITAN AREAS

by

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Agricultural Education
in
The Department of Agricultural Industries
Southern Illinois University at Carbondale

June 1978

## ACKNOWLEDGEMENTS

This project was made possible by a grant from the Department of Adult, Vocational and Technical Education, Illinois Office of Education, and by the support of the Board of Trustees and the administrators of Southern Illinois University at Carbondale.

The support given by the personnel in the Department of Adult, Vocational and Technical Education, Office of Education is greatly appreciated.

Appreciation is expressed to the steering committee members who gave valuable input in the planning stages of the project and then as consultants at various stages of progress.

Valuable assistance was given through the office of the executive director and by the officers of the Illinois Association of Vocational Agriculture Teachers. Special thanks is given to the twenty-five sectional chairmen and the five district directors who accepted the responsibility of taking the standards and having them validated by the agricultural occupations teachers in each of their sections. And a very special thanks to the teachers who marked the standards.

Appreciation is also expressed to the metropolitan agriculture teachers with their Hort-Ag (horticulture-

agriculture) programs for participating in the validation of the standards.

And finally, a special note of appreciation to H. Carole Daesch for her excellent work in typing and putting Part I of this report together. A similar "thank you" to Marcia E. Heminger, Research Assistant, for her work in finalizing the University of Illinois report in Part II.

## PROJECT STAFF

Because of the scope of this project which included agricultural occupations teachers in Illinois high schools, in area vocational centers, in metropolitan schools (mainly the Chicago area), and in community colleges, it was agreed that the work would be divided between Southern Illinois University and the University of Illinois.

The Southern Illinois University agricultural education staff assumed the responsibility of the secondary and the area vocational center teachers. The staff included:

Dr. Thomas R. Stitt, co-director and fiscal officer

Dr. James W. Legacy, co-director

Dr. Eugene S. Wood, co-director and departmental chairman

Dr. Ralph A. Benton, Research Associate

Mrs. H. Carole Daesch, Secretary

Mr. Allan Nelson, Graduate Assistant

The University of Illinois agricultural education staff was responsible for the metropolitan agricultural teachers and the community college instructors. The staff members were:

Dr. Paul E. Hemp, Chairman

Dr. Lowell F. Hillen (deceased February 25, 1978)

Dr. Robert W. Walker, Project Director

Marcia E. Heminger, Research Assistant

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# PREFACE

The concept of developing national standards for agricultural occupations education workers to use in program improvement has been a growing process covering several years. The passage of the Vocational Education Act of 1963 served as a benchmark, or catalyst for new directions in vocational agriculture programs. Prior to this Act, the primary emphasis in agricultural education was upon production agriculture, but with the passage of the 1963 Act, new kinds of agricultural education programs were encouraged and they would be reimburseable.

Running through this same period were currents of change reflecting changes in farming technology that would alter the direction of vocational agriculture.

Numerous state and national meetings were attended by agricultural teacher educators, agricultural education supervisors, agriculture teachers, consultants and agribusiness leaders. Their efforts resulted in ideas and suggestions from which national standards could be made for agricultural education.

The agricultural education staff at Iowa State University was given the task of selecting and validating a set of standards from the above suggestions. They completed this

task in the spring of 1977 and standards were set for national use in seven occupational areas in agriculture, demonstrating the impact of agri-business on the formerly production-oriented program. The seven occupational areas, or taxonomies, were:

1. Production agriculture
2. Agricultural supplies and services
3. Agricultural mechanics
4. Agriculture product processing
5. Ornamental horticulture
6. Agricultural natural resources
7. Forestry

A standard is essentially a model set up and established by authority as a way to measure quantity, values, or quality of a program. A set of standards would then be of help to the agricultural instructor who wished to improve his programs.

It was recognized by the national steering committee that, because of regional differences in agriculture, individual states might want to review and perhaps modify the proposed national standards to more nearly fit their conditions. This decision was left up to state leaders. Illinois chose to examine and validate the proposed standards with the agricultural education staff at Southern Illinois University writing a proposal which was approved and funds granted by the Illinois Department of Adult, Vocational and Technical Education, Office of Education, to carry out the validating process.

# INTRODUCTION

## Historical Setting

During its first 50 years, vocational education in agriculture was devoted primarily to production agriculture, i.e., the teaching of improved practices in animal and crop production. With the passage of the Vocational Education Act of 1963 and the subsequent amendments of 1968, agricultural education took on new meaning and directions. Instruction in production agriculture was to be continued as basic, but improved and strengthened, and new areas added. These included mainly the so-called agri-business or agriculturally related occupations. Also running through this same period were currents of change reflecting changes in farming technology that would alter the direction of vocational agriculture.

Good teachers have always striven to improve their program offerings but agricultural education leaders have recognized there are considerable differences in quality of programs. With more new and varied agriculture programs being taught it became increasingly apparent that there was a need for guidelines or standards suitable for developing and improving the quality of vocational agriculture programs.

With this goal in mind a number of national meetings and seminars were held involving professionals from all areas of vocational education in agriculture including

agri-business representatives. Their charge was to provide an exhaustive list of suggestions from which a set of standards could be developed.

These long-term efforts culminated in a conference in Kansas City in March 1976 at which time standards were identified that could be used by the profession to encourage the development of high quality programs in agricultural occupations education.

Shortly after the Kansas City seminar, the agricultural education department of Iowa State University was awarded an EDPA contract to nationally validate the preliminary list of program standards. Iowa State completed this project in the spring of 1977 and prepared for use a set of validated standards and other materials related to the standards.

Three final regional conferences were then held with at least four persons: a supervisor, teacher educator, and a secondary and post-secondary agriculture teacher from each state invited to attend. Other agricultural education personnel and agri-business leaders also attended. Each conference was conducted on a workshop basis to give participants a model that could be used in their states.

Some state leaders observed that some of the standards did not apply or were not important in their state, due largely to different kinds of agriculture. It was agreed and state representatives were urged to make whatever alterations were deemed necessary for the implementation of the standards in their respective states.

## Need for Standards in Illinois

Illinois is one of the top agricultural states in the U.S., ranking fourth in total receipts from agricultural products according to the census of 1976. It was second in receipts from crops and eighth in sale of livestock and livestock products. Within the state in 1976 crops contributed 69 percent and livestock and livestock products 31 percent of the total cash farm income.[1] This would indicate that agricultural production is a very important industry in Illinois and justifies the continuance of strong production agriculture programs in the secondary schools. Illinois is also an industrial state with numerous large producers and suppliers of necessary farm supplies, i.e., farm machinery and equipment, fertilizers, processed feed, pharmaceuticals, fuel, etc. Illinois also has large processing plants of agricultural products--meat processing, milk processing, poultry and egg processing, feed mills, grain processing, fruit and vegetable processing, and others.

Since the Vocational Education Act of 1963, agricultural education programs have included instruction and supervised work experience in the above named agriculturally related occupations. Enrollment in agricultural occupations classes has increased rapidly in recent years.

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[1]Bulletin 77-1, Illinois Agricultural Statistics (Annual Summary), Illinois Crop Reporting Service, Illinois Department of Agriculture and U.S.D.A., 1977, p. 7.

Hence the dynamic nature of Illinois agriculture requires that periodic evaluation of ongoing vocational agriculture programs be conducted at the local and state levels. New and expanding programs in agricultural education need guides or models to follow to insure that they are properly developed. The proposed standards for quality programs in agricultural occupations education should provide the necessary guidelines.

## Rationale and Purpose of Illinois Standards

According to the 1977-78 directory[1] Illinois has 398 departments of agriculture with 448 teachers in its secondary schools; 21 area vocational centers with 26 teachers; and 146 teachers in 31 departments of agriculture in its community colleges. A diversity of programs is offered with facilities ranging from fair to excellent. Teaching experience ranges from first year to more than 40 years. Most agricultural teachers have met certification standards, but some are on provisional certificates. There is also a wide range in the number of students per teacher per department. For instance, among the 10 agriculture teachers who participated in the pretest of the standards, one had less than 25 students, one had between 26-50, three had 51-75, four had 76-100, and one school with a two-teacher department had between 101-125 students in agriculture.

Given this wide range of the above mentioned differences and multiplying them by all the different departments within

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[1] IAVAT Executive Office, Annual Directory Illinois Association of Vocational Agriculture Teachers, 1977-78, pp. 17 & 19-23.

the state, it would appear that there might be a considerable difference in the quality of programs offered within a department and among the many different schools.

Therefore, the formulation of plans for evaluating and comparing local programs to accepted standards is a major factor in determining the quality of any vocational program. The development of a plan for periodical program evaluation is essential if local program quality is to be determined.

Presently in effect are locally administered evaluations and the Phase III evaluations which are implemented by the Illinois Department of Adult, Vocational and Technical Education. The adoption of the national standards validated by Illinois agricultural occupations teachers would greatly strengthen the effectiveness of local program evaluations and provide quality programs.

## Purpose and Objectives

The overall purpose of the Illinois Standards Project is to develop, adopt and implement standards of quality for agricultural occupations programs at both the secondary and post-secondary levels throughout the state.

Since a set of national standards has already been validated, there is a need to validate these national standards against the optimal program opportunities for the state of Illinois. It is vital to the improvement of instruction at the secondary and post-secondary levels. It is to this goal that this project is committed.

The development, adoption, and implementation of these standards will require a time frame of greater length than a single budgetary period. Therefore, the entire project has been divided into four phases to be covered by four successive budgetary periods. Phase I is that portion covered in 1977-78.

The main objective of Phase I was to develop and secure adoption of the standards of quality for programs of vocational education in agriculture by the secondary and post-secondary agricultural occupations teachers in Illinois.

## PROCEDURAL MODEL

### Introduction

It was recognized at the beginning that the validation of the standards with all the necessary preliminary and follow-up work would take considerable manpower and time. To facilitate getting the job done, the University of Illinois agricultural education staff agreed to develop and carry out that part of the project involving the community colleges and the metropolitan agriculture teachers. The Southern Illinois University agricultural education staff would then concentrate on the secondary agricultural occupations teachers.

### Steering Committee

Planning is one of the very necessary ingredients to the successful conclusion of any project. A steering committee whose members represent the various phases of activity related to the project is most helpful. In the early stages of this project the Joint Staff[1] served in this capacity. They reviewed the validated national standards and are on record as requesting support for validation of the program standards for use in Illinois. The Joint Staff also reviewed

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[1]Joint Staff is composed of representatives from DAVTE at the agricultural occupations level, the IAVAT, and IACCAI, all agricultural occupations teacher training institutions, and representatives of Vo-Ag Service. They meet monthly.

and made considerable input to the outline of procedures to be followed in this project.

After the project was approved and funded by DAVTE, another steering committee was appointed to serve for the duration of this project. This committee[1] has 13 members who represent all facets of agricultural education in Illinois. This committee first met in Springfield on November 21, 1977 at which time project procedures were explained, the nationally validated standards and how this project proposed to rate them was reviewed, and then considerable time was given to a demographic data sheet with valuable input from the committee members.

The committee was utilized again after the validation results were analyzed and ready to be put into final form for distribution to Illinois agriculture teachers. The committee's judgement and approval of the final results were also needed, and there were other times when the committee's advice was sought.

## Organizational Strategies

Following approval and funding of the project by DAVTE, a calendar of activities including a time sequence was prepared extending from October, 1977 to June 30, 1978. As each activity was completed it was checked off (Appendix C). This was a great help in keeping the project on target.

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[1]Steering committee members, their affiliations, addresses, and phone numbers are listed in Appendix B.

## Informational Instruments

In addition to the standards, the decision was made to secure some demographic data from the teachers who participated in the validation of the standards. It was thought that such data might shed some light on why agricultural occupations teachers marked the validating sheets as they did. Also this demographic data would be valuable in making further studies important to agricultural education in Illinois. A one-page questionnaire, divided into four different parts was prepared. Items for checking were prepared under these four headings: Teacher Profile; Teaching Information; Departmental Information; and Community and School (Appendix D).

The validating instruments for the standards consisted of the same items prepared and validated by Iowa State University. However, instead of the three criteria used in the national study, Southern Illinois University and the University of Illinois used four criteria in the rating process. In decreasing order of importance they are:

4 - Essential - is so necessary that this standard should be met by all approved Illinois agricultural occupations programs.

3 - Important - is a necessary standard of superior Illinois agricultural occupations programs.

2 - Nice to have - is not necessary, but may provide help to some Illinois agricultural occupations programs.

1 - Not needed - Is not necessary and is not useful for Illinois agricultural occupations programs.

A separate sheet was prepared giving these four terms and their meaning along with an analogy to help in understanding them. This sheet was made a part of the standards packet (Appendix E). Each agriculture teacher participating in the validation process was asked to mark the demographic data sheet and the set of Standards Common To All programs (Appendix L). In addition, each would mark one or more of the other program standards related to what he or she was teaching (Appendices M to T).

## Pretesting

In order to determine how agricultural occupations teachers would react to the proposed validating plan, i.e., whether there should be additions, deletions or modifications, and also how much time, on an average, was required to complete the demographic table and the validation of the standards, field or pretesting was planned.

Consultation with the chairman of Section 22 and his district director resulted in an agreement to pretest the material at an already planned meeting in Sparta on December 14. Ten teachers were present and marked the material which took an average of 30 minutes. It took approximately 15 minutes to explain procedures and to hand out the needed standards. There were some comments and questions, but it was found that there would be no need to change the standards in any way before presenting them to all agriculture teachers in the state.

## Use of Sectional Chairmen

To facilitate the dissemination of validation materials (standards) to all agricultural occupations instructors at the secondary level in Illinois, approval was sought and granted by the IAVAT, the State office, and the steering committee to work with the 25 sectional chairmen and their district directors. The sectional chairmen would be responsible for getting the agriculture teachers in his section together to validate the standards and to fill in the demographic data; and then return the materials to SIU. This task was made easier when the researchers were given time on the program of the IAVAT business meeting in Springfield on January 7, 1978. At this time packets containing the materials to be validated were distributed to each sectional chairman.

The number of agricultural occupations teachers in each section was obtained from the 1977-78 directory. The kind and numbers of different agriculture programs taught in each school and in each section were determined from the printout provided by the Department of Adult, Vocational and Technical Education, Illinois Office of Education. This was the summary of reports sent in by agricultural occupations teachers for the 1976-77 school year. This report provided the basis for estimating how many validation sheets should be included for each section and the sectional packet was made up accordingly.

To compensate for time, effort, and expense in taking the leadership of having the standards validated, and to encourage 100 percent participation, each sectional chairman was paid a consultant fee.

## Follow-Up

It is usually rather difficult to obtain 100 percent attendance of quite widely scattered teachers in any given section at a called meeting. It was anticipated that some sections might experience this difficulty for various reasons. Sectional chairmen were encouraged to make phone calls, send letters, or make personal visits to all teachers who did not attend the meeting in an effort to get the highest possible percentage of participation in the validation of the standards.

## Progress Report

On May 4, 1978, the steering committee met a second time on the Western Illinois University campus at Macomb in conjunction with the monthly Joint-Staff meeting. The project had reached a point where a progress review was needed and strategies for the completion of the project and a delivery system needed discussion.

At this May 4 meeting 24 of the 25 sections had returned their packets of validated standards with a 90 percent response from the agricultural occupations teachers in those sections. Thirteen sections had a 100 percent participation of their teachers marking the standards.

All of these marked standards had been coded and key-punched as they were returned. Allan Nelson, graduate assistant on the project, had run a computer analysis on the returns from 401 teachers and the print-outs were available for examination by members of the steering committee. It was noted that on nearly all the standards between 80-90 percent of the teachers had marked them as being either essential or important. With this kind of support the steering committee recommended that an arbitrary figure of 65 percent be used to declare a standard as being approved. This was recommended to the teachers in session at their annual conference, June 20-22.

At the business session of the IAVAT executive committee June 19, copies of the standards listed in descending order or rank were distributed to sectional chairmen. They were informed of the recommendation by the steering committee to accept all those standards rating 65 percent or better acceptance. It was pointed out that there were 27 standards that fell below the 65 percent acceptance level and that it would be the responsibility of each sectional chairman to review these in the sectional meetings of the following day.

The steering committee met immediately following this business meeting, and the members were assigned the task of meeting with the different groups of sectional teachers as they discussed these standards, to offer suggestions or give help in any way.

At the first afternoon session of the conference on Tuesday, June 20, copies of the standards book were distributed to every person present. Dr. Thomas Stitt then reviewed the standards project and reported the recommendation of the steering committee. A motion was made from the floor to accept the recommendation of the steering committee and declare all standards above the 65 percent level as acceptable. The motion prevailed with a unanimous vote.

Dr. Stitt then gave the charge to all teachers present to reconsider the 27 standards below the 65 percent level of acceptance when they assembled in their various sectional groups. Each of these standards was to be reviewed and then marked to be deleted, accepted, or to be modified in such fashion as to be acceptable. The modifications were to be indicated or written out.

Tabulation of the returns on the 27 standards resulted in the elimination of 15, acceptance of two, and the modification of 10.

## ANALYSES

A system of coding numbers was put on each sheet of material to be validated. A coding key for all card columns was prepared and was used on each set of validated forms. These numbers were then transferred to an IBM System/360 Assembled Coding Form for use by the key-punch operator. These cards were then run through a computer for a print-out from which a statistical analysis was made. Variables for statistical comparisons were collected from the teachers as they completed the forms and returned them.

### Preliminary Data

#### Teacher Profile

At the time of the final tabulation 100 percent of the sectional chairmen (25) had completed their data collection. This gave a total of 413 agricultural occupations teachers who had responded to the standards. Of the 413 responding teachers, 411 gave information regarding themselves, their schools, and communities.

Professional preparation.--Over one-half (220 or 53.3%) held a Bachelor of Science degree followed by 137, (33.2%) with a master's degree, and 44 (10.7%) with a master's degree plus 30 additional hours. These three kinds of preparation accounted for 97.2 percent of all teachers.

Teaching certificate.--Only 26 teachers (6.3%) were teaching with a temporary or provisional certificate. All the others (385) held a permanent teaching certificate.

Length of teaching contract.--The range in length of teaching contracts was from nine months to 12 months. The largest number of teachers (169) held an 11-month contract and constituted 40.9 percent of all agriculture teachers. The next closest group was 110 teachers with a 10-month contract. These two groups made up 67.5 percent of all teachers.

Professional membership.--The largest number of Illinois agricultural occupations teachers (276) are members of the IAVAT followed by membership in the IVA (239).

The names of the different professional organizations, the number of members, and the percentage of the 411 teachers belonging to each are listed in the following Table 1.

Table 1

Professional Membership

| Organization | No. Teachers | Percent of the total |
|---|---|---|
| IAVAT | 276 | 66.8 |
| IVA | 239 | 57.9 |
| NVATA | 209 | 50.6 |
| AVA | 198 | 47.9 |
| IEA | 177 | 42.9 |
| IFT | 12 | 2.9 |
| IACCAI | 1 | .2 |

Sex.--Of the teachers reporting, 91.5 percent were male and 1.5 percent were female. Twenty-six teachers did not mark this question.

Community and School

Size of city or town.--Approximately 60 percent of the teachers are working in towns of 3000 and under population. When the population size is increased to 6000, 77.1 percent of all Illinois agricultural teachers are found to be located in these towns (6000 and under).

Size of high school.--The data show that nearly two-thirds of the Illinois agricultural occupations teachers are in schools of 100 to 500 student enrollment, 65.5 percent as shown in Table 2.

Table 2

Ranges in Size of High School Enrollment, Number of Agricultural Teachers in These Schools, and the Percentage in Each Size

| High School Size | Number of Ag. Teachers | Percentage of Ag. Teachers |
|---|---|---|
| 100-250 | 140 | 34.2 |
| 250-500 | 128 | 31.3 |
| 500-750 | 46 | 11.2 |
| 750-1000 | 34 | 8.3 |
| 1000-2000 | 45 | 11.0 |
| 2000-5000 | 11 | 2.7 |
| 5000 & over | 5 | 1.2 |

Teaching assignment.--Of the 413 teachers responding to this question, 387 or 93.7 percent were teaching in high school only; 10 (2.4%) were in an area vocational center only; nine (2.2%) reported teaching in both a high school and an area vocational center; while seven (1.7%) reported teaching in both a high school and a community college.

Single or multiple teacher department.--Four teachers did not respond to this question. Of the 409 who responded, 309 (75.6%) were teaching in a single teacher department and 100 (24.4%) were in a multiple teacher department.

Teaching Information

Secondary agriculture teaching experience.--Only 402 teachers marked this question. The years of teaching agricultural occupations ranged from one to 35. Of interest is the fact that 65 (16.2%) were first-year teachers of agriculture and one-fourth (25.1%) had two years or less. Just a little less than one-half (48.8%) of all these teachers had six years or less of teaching agriculture. There were 14 teachers with nine years of teaching agriculture, and beyond that, the only years of teaching exceeding 10 were 11 teachers with 11 years of experience, 13 teachers with 12 years, and 12 teachers with 18 years of teaching agricultural occupations.

Secondary non-agricultural teaching experience.--Present agricultural teachers responding to this question totaled 124. Of this number, 74 said they had no other teaching experience

while 28 marked 1-4 years experience, 10 had 5-8 years of experience, and seven had 9-12 years of non-agricultural teaching experience. The range was none to 20 years.

Post-secondary agricultural teaching experience.--The range of years given was from none to 29 years. The largest group with experience was 43 with 1-4 years. One hundred seventy-four reported no such experience.

Post-secondary non-agricultural teaching experience.--Only 141 teachers marked this category. Of this number 123 reported no experience and the largest number with experience was 13 with 1-4 years. The range was from 1-16 years experience.

Years of non-teaching agricultural experience since age 18.--Three hundred and forty-six teachers responded and gave a range of no years to 29+ years of non-teaching agricultural experinece since age 18. The largest group, 119 (34.4%), had 1-4 years and the second largest was 85 (24.6%) with 5-8 years. These two groups together composed 59.0 percent of the 346 teachers.

Non-agricultural non-teaching experience.--In this category 270 teachers responded and the largest number (120 or 44.4%) reported no such years. One hundred and three (38.1%) reported 1-4 years and 25 (9.3%) gave 5-8 years. The range was from none to 29+ years.

Cooperating teacher for student teaching.--Three hundred and ninety-nine teachers checked this item and of these, 117 (29.3%), had served as cooperating teachers at some time for one of the teacher-training institutions. The number of years in this service failed to get in the print-out.

Departmental Information

Number full-time students.--The category label used here was increasing increments of 25, and 380 teachers supplied information. The number of teachers reporting 26-50 and 51-75 students was nearly the same and the two groups made up 60.6 percent of all teachers reporting. The next largest group was those with 76-100 enrollment, 17.6 percent. These three groups with enrollments ranging from 26-100 students, constituted better than three-fourths (78.2%) of all the teachers reporting. Nineteen teachers reported enrollments of 25 and less, while 30 teachers reported enrollments exceeding 150.

Number of part-time students.--Only 50 teachers marked this area. Of these, 28 said they had none while 12 reported 1-25. Eight reported 51-75 part-time students.

Agricultural occupations courses offered.--With the exception of one or two in each case, all teachers marked each of the taxonomies they were teaching. These are shown in Table 3.

Table 3

A Summary of Agricultural Occupations Courses Taught

| Taxonomy | Valid Cases | Yes-N | Percent of Total | No-N | Percent of Total |
|---|---|---|---|---|---|
| Production Agriculture | 411 | 382 | 92.9 | 28 | 6.8 |
| Agricultural Mechanics | 412 | 343 | 83.3 | 69 | 16.7 |
| Agricultural Supplies & Services | 412 | 161 | 39.1 | 251 | 60.9 |
| Ornamental Horticulture | 412 | 149 | 36.1 | 263 | 63.8 |
| Agricultural Products & Processing | 412 | 97 | 23.5 | 315 | 76.7 |
| Agricultural Resources | 411 | 86 | 20.9 | 324 | 78.8 |
| Forestry | 411 | 33 | 8.0 | 378 | 92.0 |

It is obvious that courses in production agriculture and in agricultural mechanics are most widely taught in Illinois high schools. One-fourth and less of the schools teach something in agricultural products and processing, agricultural resources, and forestry. The question can be raised, "are these agricultural occupational instructors teaching isolated courses or are offering a curriculum in a taxonomy?"

## Validation of Standards

### Summary and Analysis

A total of 413 agricultural occupations teachers in Illinois secondary schools and area vocational centers participated in the marking of one or more sets of the standards. Each individual standard could be marked as essential, important, nice to have, or not needed. Each instructor was asked to mark the "Standards Common To All" set and then as many of the different taxonomy standards as he/she was teaching. There was also a set of standards for those teaching an adult class. All together there was a total of 195 different standards.

Table 4 lists the seven taxonomies plus the "Standards Common to All" and adult education, together with the number of standards listed for each and the number of validations of each by agricultural occupations teachers.

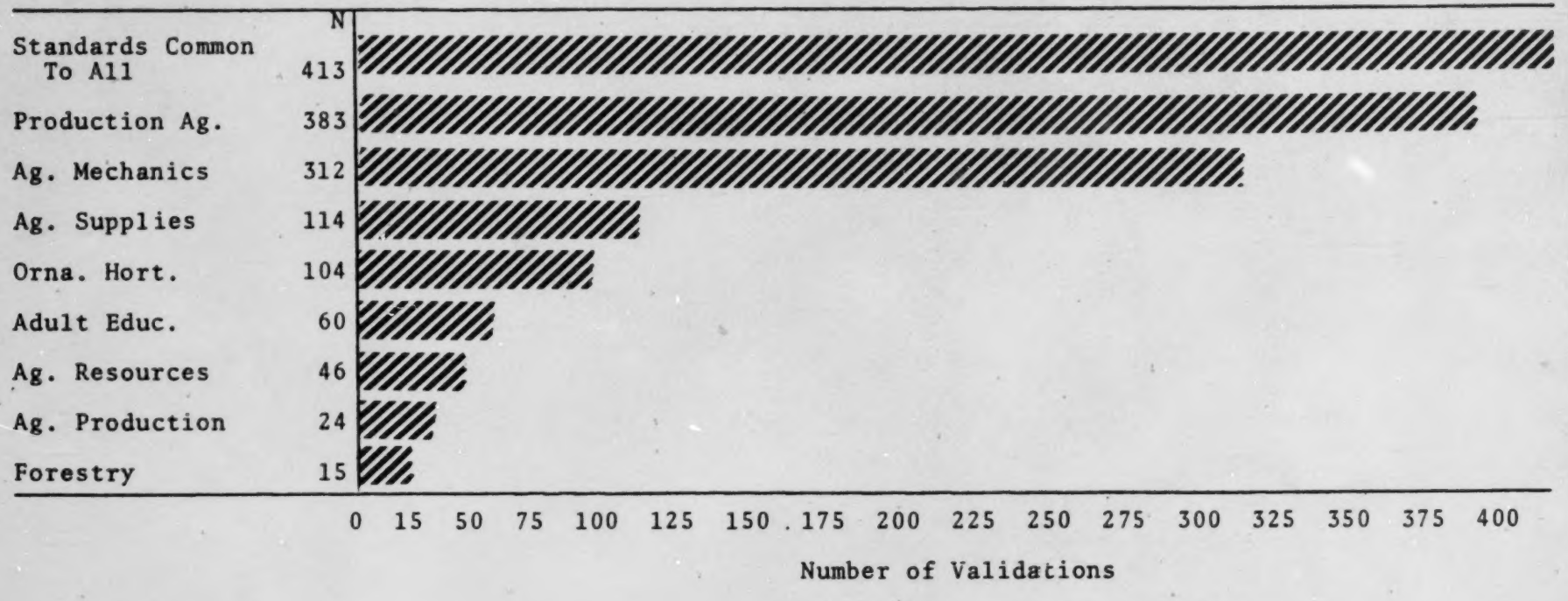
Figure 1 is a bar graph showing the number of validations each taxonomy received for easier comparison.

Table 4

Standards by Taxonomy, Number of Standards in Each, and the Number of Validations for Each in Descending Order

| Taxonomy | No. Standards | No. Validations |
|---|---|---|
| Standards Common To All | 73 | 413 |
| Production Agriculture | 9 | 383 |
| Agricultural Mechanics | 19 | 312 |
| Agricultural Supplies and Services | 16 | 114 |
| Ornamental Horticulture | 19 | 104 |
| Adult Education | 34 | 60 |
| Agricultural Resources | 5 | 46 |
| Agricultural Products | 15 | 24 |
| Forestry | 5 | 15 |

Figure 1 - The Number of Validations Each Taxonomy Received by Comparison




24

From the computer print-out data sheets, the percentages of validation for both the criteria of "essential" and "important" were selected to be used in making some comparisons. These percentages are the ones used in Table 5 and the subsequent figures.

Table 5

Summation of the 195 Standards

| Percent Range | Number | Percent of Total |
|---|---|---|
| 30-40 | 2 | 1.0 |
| 40-50 | 3 | 1.5 |
| 50-60 | 9 | 4.6 |
| 60-70 | 28 | 14.5 |
| 70-80 | 48 | 24.6 |
| 80-90 | 65 | 33.3 |
| 90-100 | 40 | 20.5 |
| | 195 | 100.0 |

Table 5 is a summation of all 195 standards. It shows the percentage of total validation and the number of individual standards falling within the 10 percent ranges as indicated. It can be noted that 53.8 percent of all the standards were validated by 80 percent or more of the teachers. By including the 48 standards in the 70-80 percent range, we find

that 78.6 percent of all the standards would be in the 70 percent and over validation. Figure 2 shows this same information in the form of an upright bar graph for means of comparison.

Standards Common To All

There are 73 standards statements in the "Standards Common To All" and 413 teachers marked them for validation. In this case 68.6 percent of the statements were marked by 80 percent or more of the teachers, with 93 percent of the standards being validated by at least 70 percent of the teachers. "Standards Common To All" had by far the largest percentage of standards validated by 90-100 percent of the teachers at 41 percent (Figure 3).

Adult Education Standards

There were 34 individual items in the adult education standards with 60 validations. Approximately 70 percent of the standards had a validation ranging from 70-90 percent. Nearly one-fourth of the standards had less than a 70 percent validation. Three, or 8.8 percent, of the standards had a 90-100 percent validation (Figure 4).

Agricultural Production (01.01) Standards

Only nine standards were listed for agricultural production with 383 teachers validating them. No standard received as much as a 90 percent validation. Seventy-seven and eight tenths percent received from 70-90 percent validation, with

Figure 2 - Summation of All Standards - 195 Standards

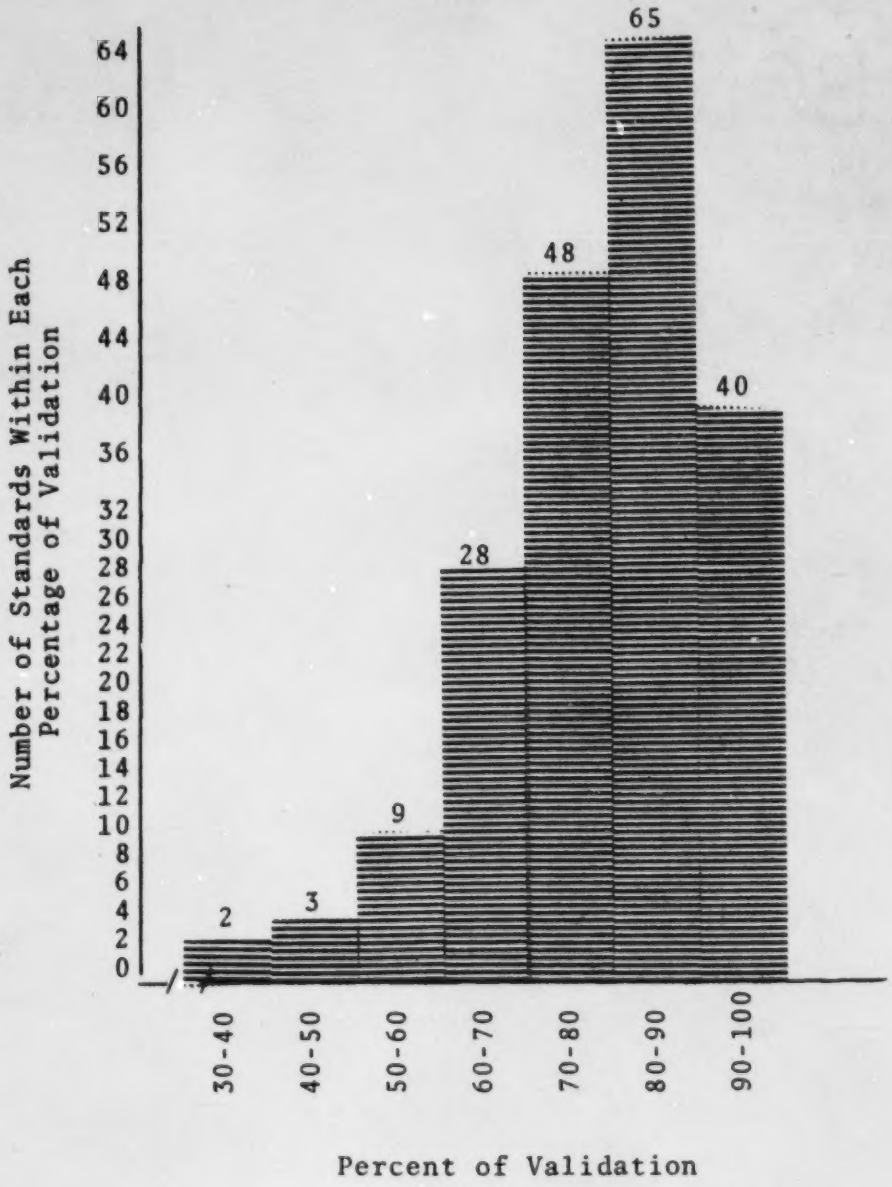


Figure 3 - Standards Common To All

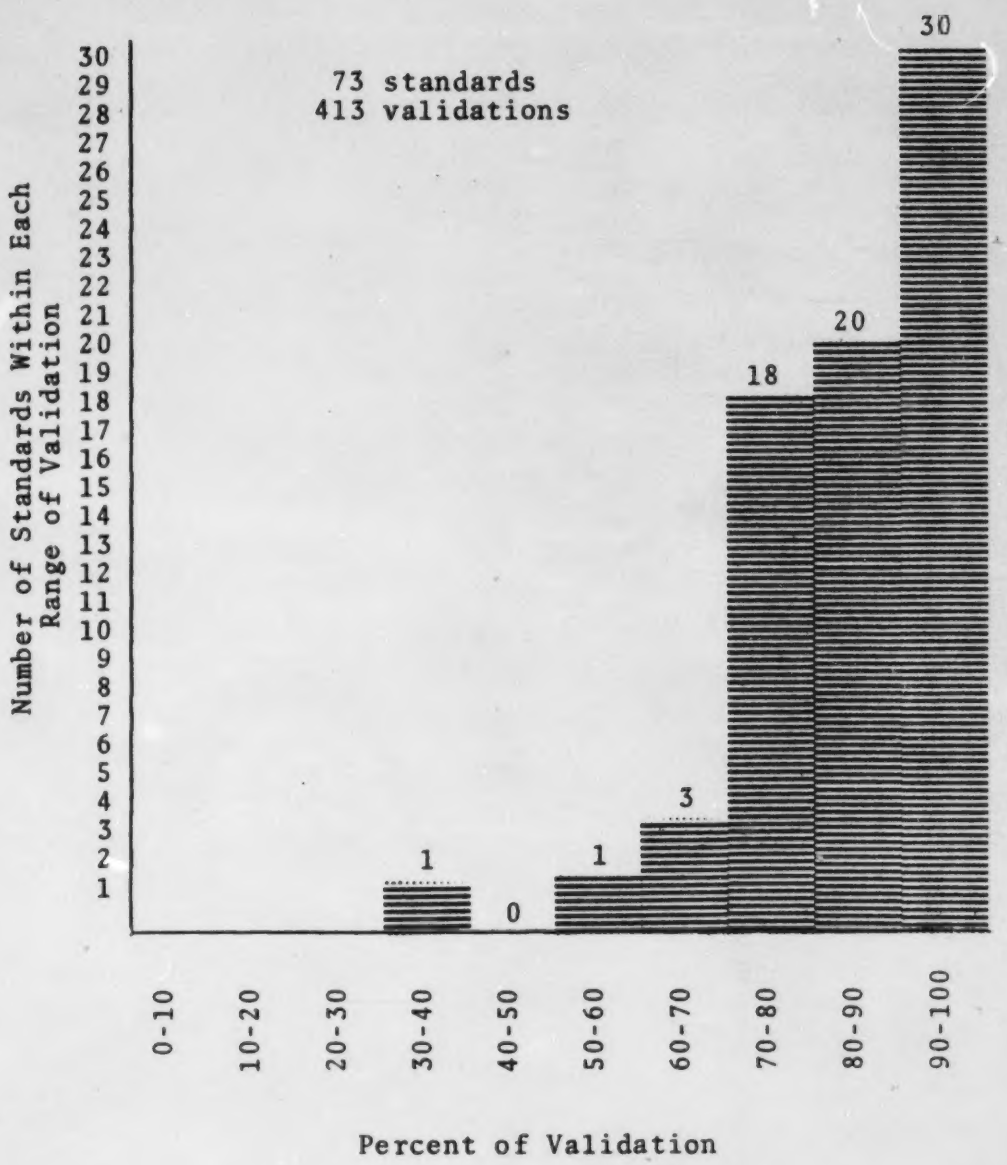
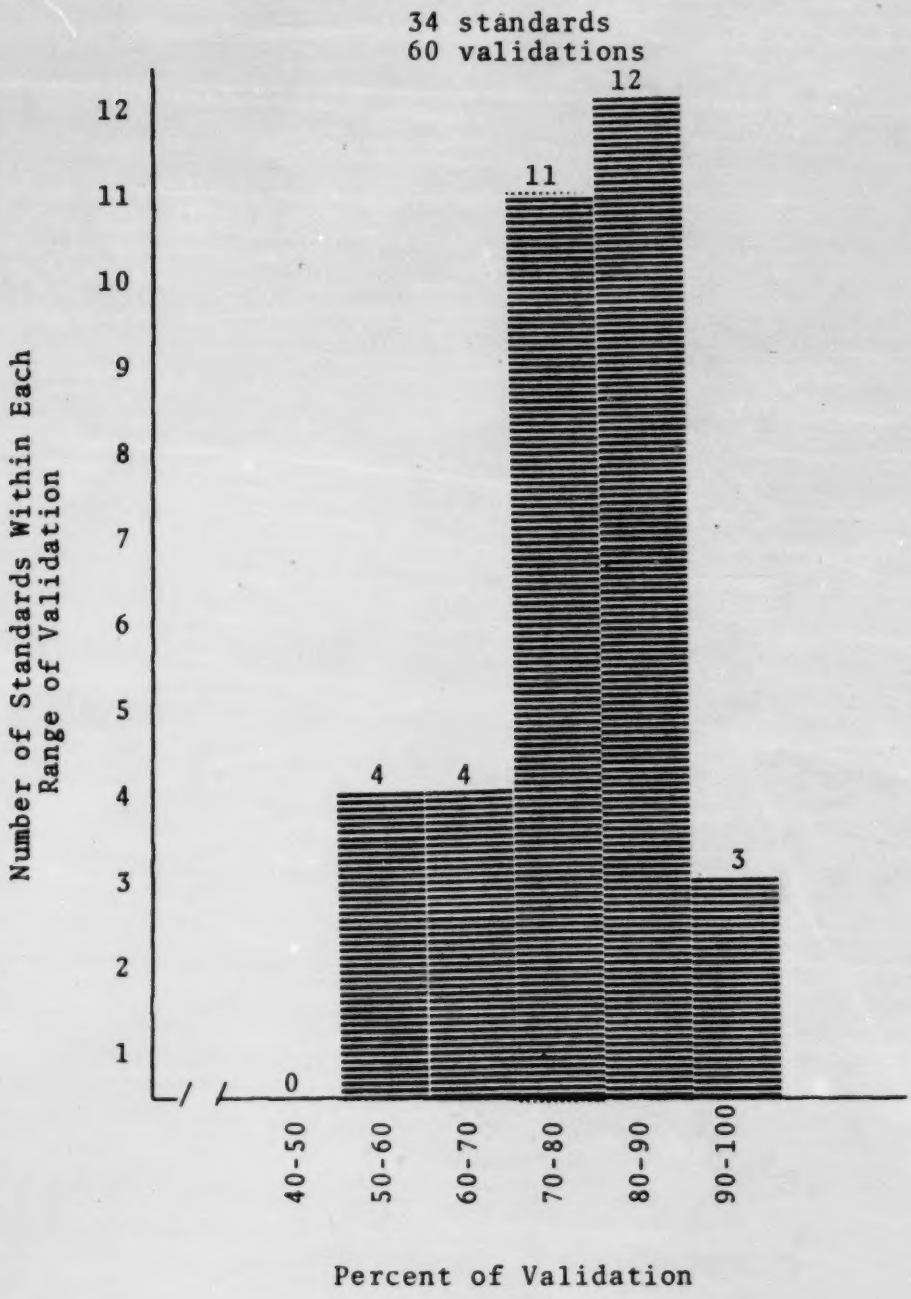


Figure 4 - Adult Education Standards



four standards (44.4%) being validated by 80-90 percent of the teachers (Figure 5).

It will be noted that in the seven taxonomy areas there are fewer standards receiving validation at the 90-100 percent level than did the "Standards Common To All." In fact, Agricultural Production, Agricultural Resources, and Forestry had none in that category.

Agricultural Supplies and Services (01.02) Standards

Agricultural supply and services had 16 standards and 114 validations. Sixty-two and one-half percent of the standards fell within the range of 70-90 percent validation. Only 12.5 percent received a 90-100 percent validation (Figure 6). One-fourth of the standards were validated at the 60-70 percent level.

Agricultural Mechanics (01.03) Standards

Among the seven different taxonomies agricultural mechanics had the second largest number of validations (312), exceeded only by agricultural production (383). This reflects its importance in the curriculum of Illinois agricultural occupations teachers. Agricultural mechanics had 19 standards of which 13 or 68.4 percent, were validated by 70-90 percent of the teachers. Only two (10.0%) received a 90-100 percent validation. However, four, or 21.0 percent, rated only a 60-70 percent validation (Figure 7).

Figure 5 - Agricultural Production (01.01) Standards

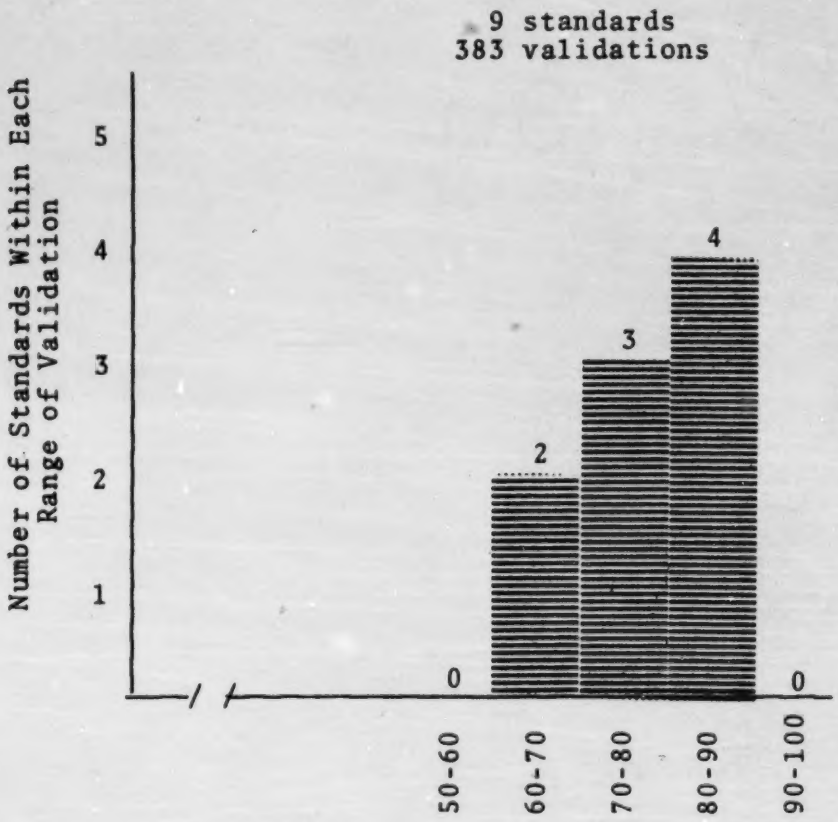


Figure 6 - Agricultural Supplies and Services (01.02) Standards

16 standards
114 validations

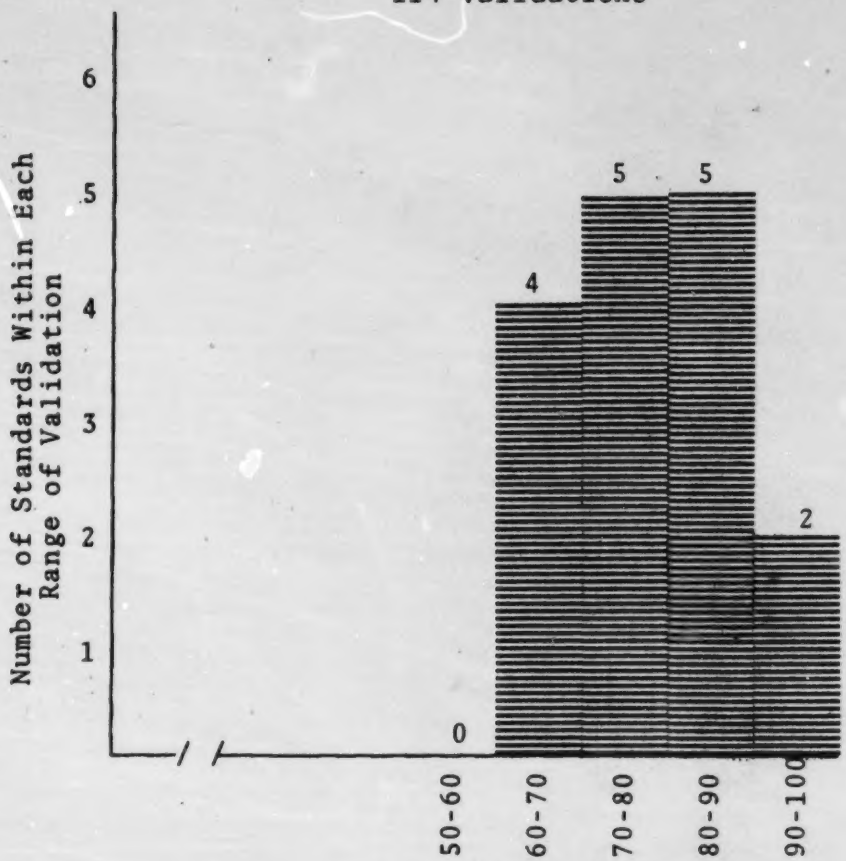
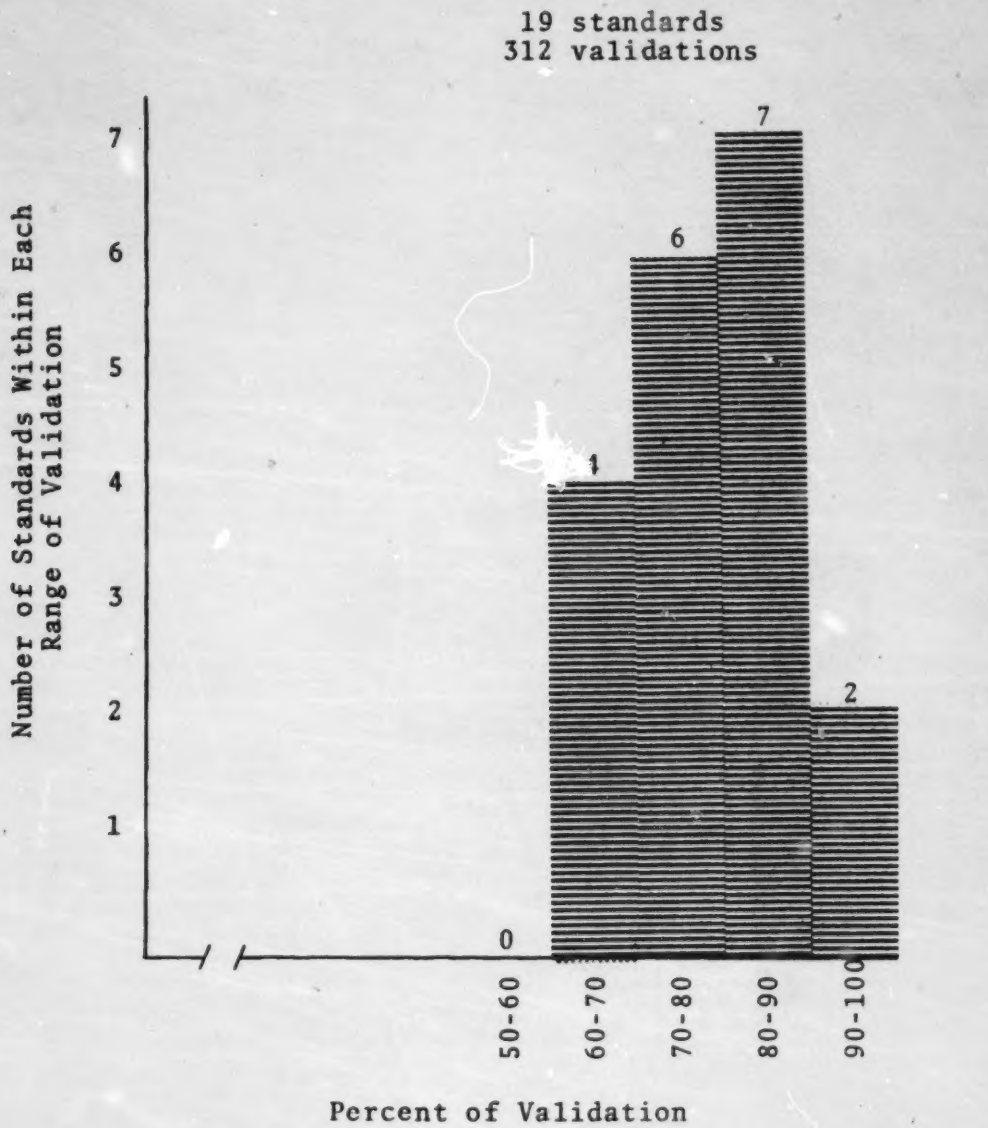


Figure 7 - Agricultural Mechanics (01.03) Standards



Agricultural Products (01.04) Standards

Agricultural products had 15 standards but with only 24 validations, which made it the second lowest in number. This would seem to indicate that not many agricultural teachers were teaching courses in the processing of agricultural products. As it was, two-thirds of the standards were validated by 70-90 percent of the teachers (Figure 8).

Ornamental Horticulture (01.05) Standards

Ornamental horticulture had 19 standards with 104 validations. Eight standards received an 80-90 percent approval and one had 90-100 percent. However, 10 standards (52.6%) had an approval rate of 40-70 percent (Figure 9). An examination of the original data would indicate that some teachers were teaching a course rather than a curriculum and thus gave low ratings on some physical facilities standards.

Agricultural Resources (01.06) Standards

Agricultural resources had only five standards with 46 validations. None were in the 90-100 percent category, two (40.0%) were validated by 80-90 percent of the teachers, while one standard each was validated by the 50-60, 60-70, and 70-80 percentage groups (Figure 10).

Forestry (01.07) Standards

The fewest number of courses were taught in forestry with only 15 validations. There were only five standards and just one (20%) above the 70 percent approval. The other four standards (80%) ranged in approval from 40-70 percent (Figure 11).

Figure 8 - Agricultural Products (01.04) Standards

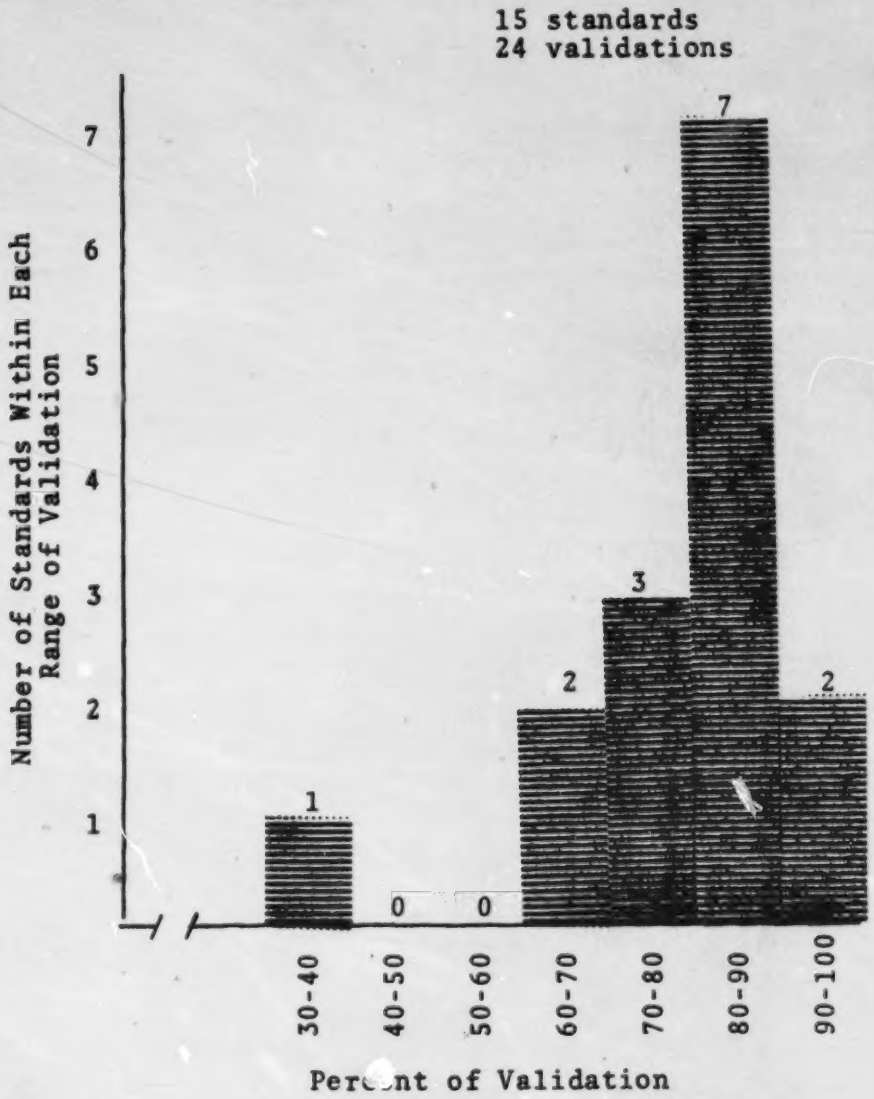


Figure 9 - Ornamental Horticulture (01.05) Standards

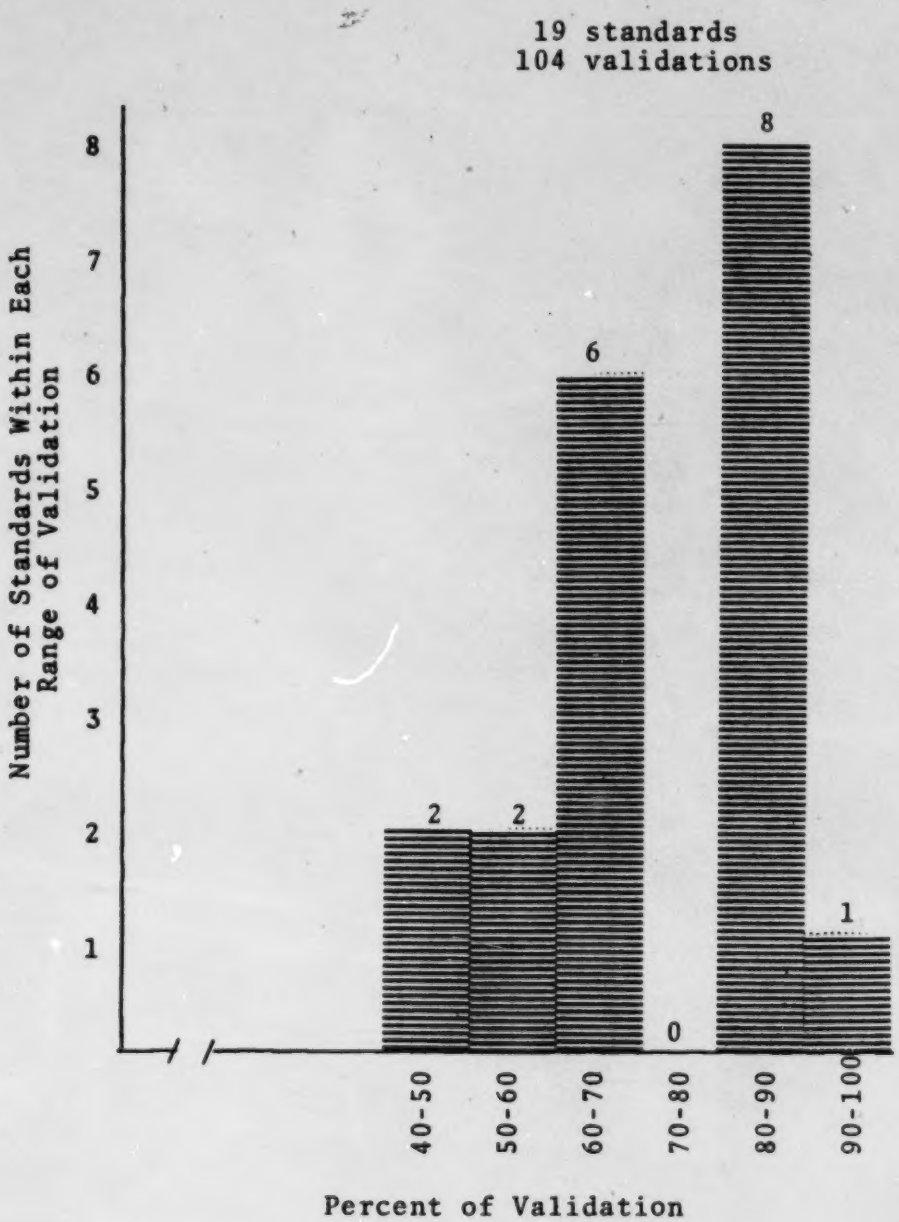


Figure 10 - Agricultural Resources (01.06) Standards

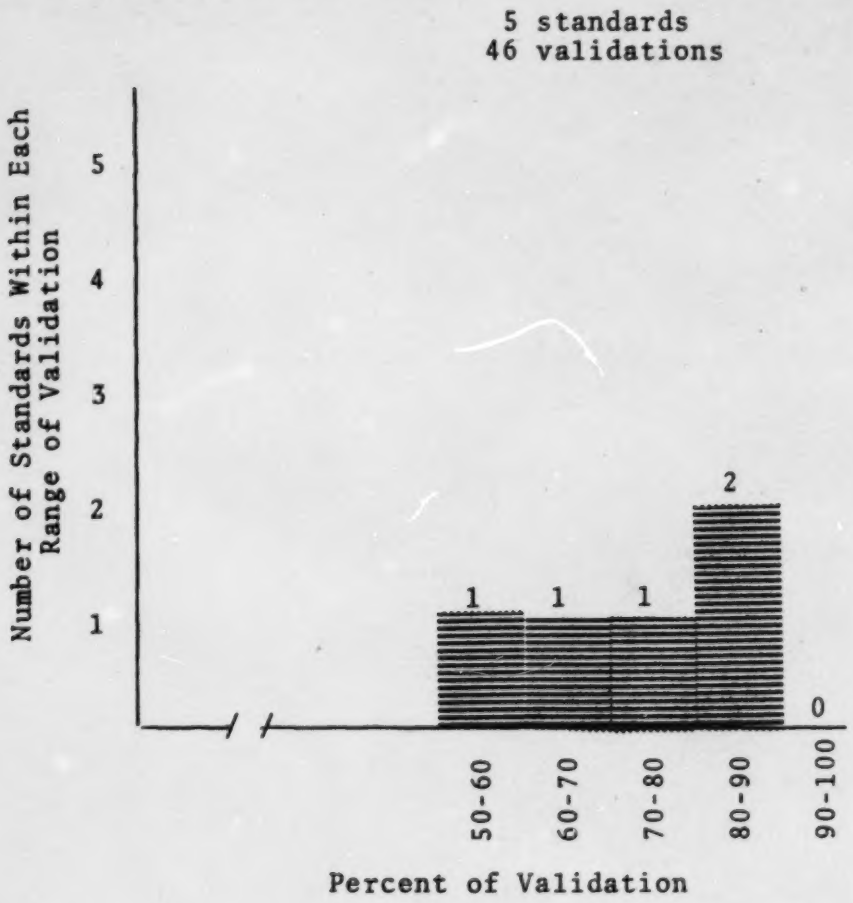
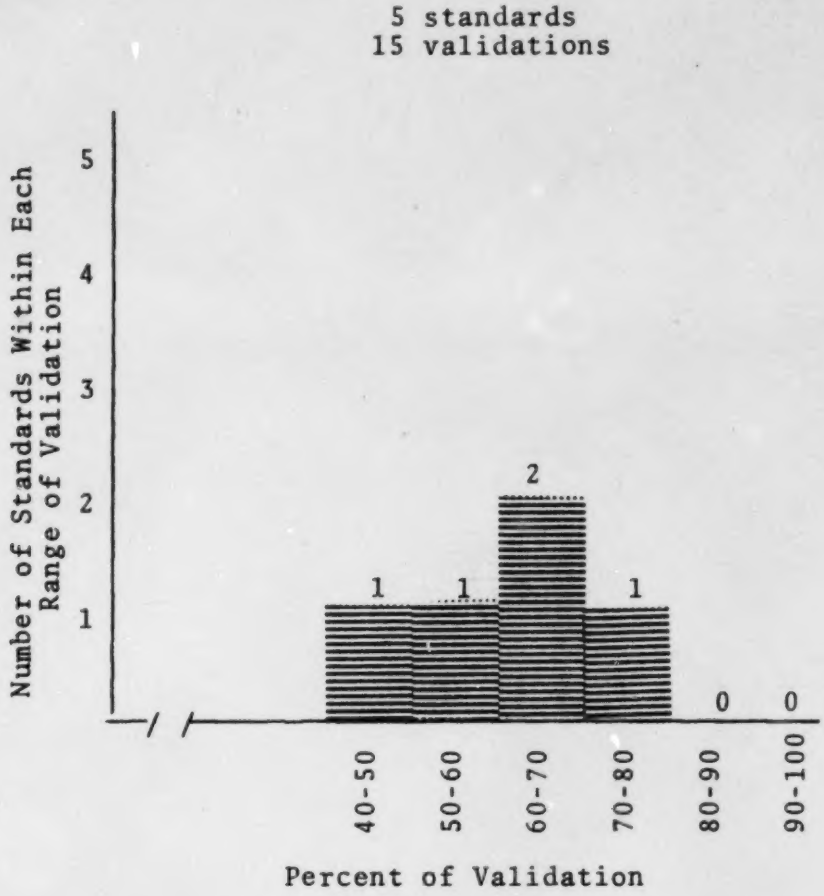


Figure 11 - Forestry (01.07) Standards



# APPENDIX A

## LETTER TO STEERING COMMITTEE

Southern Illinois
University at Carbondale
Carbondale, Illinois 62901

Department of Agricultural Industries

November 16, 1977

A new research study is being initiated in Illinois related to the development and implementation of standards for improving the agricultural occupations programs in both secondary and post-secondary schools. This study is part of a national effort to upgrade programs in agricultural occupations in all states.

A steering committee is needed to give counsel on decisions affecting the study and for certain procedures to be followed. Some individuals have already been contacted and have given some input, - others have been suggested but have not yet participated. From the enclosed list of proposed members, you will note that representatives have been chosen from the various agricultural education agencies in Illinois.

This letter is an invitation for you to participate as a steering committee member and to announce that the committee will meet on Monday, Nov. 21, in Springfield in conjunction with the monthly Joint-Staff meeting.

We will meet prior to the Joint-Staff meeting in Auditorium D, on the second floor of the Illinois Office of Education Building, 100 North First Street, Springfield. Beginning time is 9 AM and will probably run until 10:30 AM.

Enclosed is a sample rating sheet of common standards and a proposed demographic questionnaire for you to consider prior to the meeting.

Please make plans to attend as this is an important meeting. If you have any questions regarding this committee meeting, please call either of the men below.

Sincerely,

Ralph A. Benton

Ralph A. Benton Phone (618)
Thomas R. Stitt 453-2421

PROJECT DIRECTORS

SOUTHERN ILLINOIS UNIVERSITY

James Legacy
Thomas R. Stitt
Eugene S. Wood
Ralph A. Benton

UNIVERSITY OF ILLINOIS

Lowell F. Hillen
Robert W. Walker
Paul E. Hemp

# APPENDIX B

## LIST OF STEERING COMMITTEE MEMBERS

## STANDARDS PROJECT

## [redacted] STEERING COMMITTEE

| REPRESENTING | NAME | ADDRESS | PHONE NO. |
|---|---|---|---|
| Illinois Association Vocational Agriculture Teachers | Eldon Witt | Executive Office, Illinois Association FFA<br>204 Husseman St., Box 446<br>Roanoke, Ill. 61561 | 309/923-7413 |
| Illinois Association Vocational Agriculture Teachers | John Able | Teutopolis Community Unit School<br>Teutopolis, Ill. 62467 | 217/857-3127 |
| Illinois Association Com College Agriculture Instructors | Tim Van Hoveln | Lewis & Clark Jr. College<br>5605 Godfrey Road<br>Godfrey, Ill. 62035 | 618/446-3411 |
| Illinois Association Com College Agriculture Instructors | Louis Judson | Joliet Jr. College<br>1216 Houbolt Ave.<br>Joliet, Ill 60436 | 815/729-9020 |
| Agriculture Occupations Teacher Education | G. Donovan Coil | Division of Agricultural Education<br>357 College of Education Bldg.<br>University of Illinois<br>Urbana, Ill. 61801 | 217/333-3165 |
| Agriculture Occupations Teacher Education | James Legacy | School of Agriculture<br>Southern Illinois University<br>Carbondale, Ill. 62901 | 618/453-2421 |
| Agriculture Occupations Teacher Education | Tom Quarles | Agriculture Department<br>Western Illinois University<br>Macomb, Ill. 61455 | 309/298-1051 |
| Agriculture Occupations Teacher Education | Kenneth James | Department of Agriculture<br>Illinois State University<br>Normal, Ill. 61761 | 309/436-6496 |
| Vocational Agriculture Service | R.F. Espenschied | 434 Mumford Hall<br>University of Illinois<br>Urbana, Ill. 61801 | 217/333/3873 |

## STANDARDS PROJECT

## PROPOSED STEERING COMMITTEE

| REPRESENTING | NAME | ADDRESS | PHONE NO. |
|---|---|---|---|
| Metropolitan Agriculture Teachers | William Hills | Naperville Central Comm Unit School<br>Naperville, Ill. 60540 | 312/420-6420 |
| Metropolitan Agriculture Teachers | Paul Chase | Chicago Board of Education<br>228 N. LaSalle<br>Chicago, Illinois 60601 | 312/641-4435 |
| Adult Vocational Technical Education | William B Schreck | Adult Vocational Technical Education<br>Illinois Office of Education<br>100 N. First Street<br>Springfield, Ill. 62777 | 217/782-4877 |
| Adult Vocational Technical Education | Peggy Poole | Adult Vocational Technical Education<br>Illinois Office of Education<br>100 N. First Street<br>Springfield, Ill. 62777 | 217/782-4620 |

# APPENDIX C

## CALENDAR OF EVENTS

PROJECT

STANDARDS FOR AGRICULTURAL OCCUPATIONS PROGRAMS IN ILLINOIS SECONDARY SCHOOLS

Following is a proposed sequence of activities together with an approximate time frame for accomplishment.

| Month | Activity |
|---|---|
| Oct.'77 | 1. Secure project approval |
| Oct.'77 | 2. Final budget negotiations |
| Oct.'77 | 3. Establish a University account. |
| Oct.'77 | 4. Select a steering committee. |
| Nov. 14,'77 | 5. Meet with U of I staff to coordinate work. |
| Nov. 21,'77 (Joint staff meeting) | 6. Hold steering committee organizational meeting. |
| By Nov 21,'77 | 7. Develop format for presenting the standards of quality to teachers. |
| Nov. 21,'77 | 8. Secure approval of format from the steering committee. |
| Nov. 21,'77 | 9. Secure IAVAT and DAVTE approval for use of sectional chairman to administer the standards. |
| | a. Prepare covering letter including Abel and Witt's signatures to go to sectional chairmen. |
| Nov. & later | 10. Prepare one or more news releases and/or stories on the research program. |
| | a. Coordinate with U of I. |
| Nov. '77 | 11. Select a group of Agriculture teachers to test the standards. |
| | a. Section 22 will be asked to cooperate. |
| | (1) 26 teachers involved |
| | (2) Variety of programs offered |
| | (3) They have monthly meetings |

STANDARDS FOR AGRICULTURAL OCCUPATIONS PROGRAMS IN ILLINOIS SECONDARY SCHOOLS (CONT.)

| | | |
|---|---|---|
| Nov-Dec '77 | 12. | Field test the standards form using the above teachers. |
| Dec. '77 | 13. | Duplicate copies of the standards forms after field testing. (To reflect corrections) |
| Dec-Jan. '78 | 14. | Distribute standards forms to sectional chairmen. |
| Dec-Jan. '78 | 15. | Arrange meetings with sectional chairmen for instruction on how to use the forms. |
| Nov-Dec. '77 | 16. | Prepare a form to secure some general information from each teacher and his program. |
| Dec-Jan. '78 | 17. | Distribute this form along with the standards forms to the sectional chairmen. |
| Nov-Dec. '77 | 18. | Prepare a form letter for Ag occupations teachers to use in publicizing local participation. |
| Dec-Jan. '78 | 19. | Attach this letter to the above forms to be distributed to the sectional chairmen. |
| Jan. '78 | 20. | Winter sectional meetings will be used for Ag teachers to fill in the standards forms, the general information forms, and how to use the form letter. |
| Feb. '78 | 21. | Initiate a follow-up meeting to assure a 100% participation of all Ag teachers. |
| Feb. '78 | 22. | Make progress report at Central states conference. |
| Feb. & on '78 | 23. | Tabulate data from the completed forms by use of a key-punch system and computer. |
| Mar. '78 | 24. | Give progress report at the annual IVA conference. |
| Apr.-May | 25. | Send completed results of the standards forms to a panel of five top teachers in each of the seven Ag. Occupational areas for a final check and input prior to final printing. |

STANDARDS FOR AGRICULTURAL OCCUPATIONS PROGRAMS IN ILLINOIS SECONDARY SCHOOLS (CONT.)

| | | |
|---|---|---|
| Early May '78 | 26. | Call a steering committee meeting and present the teacher tested package for committee approval. |
| | | a. Get approval of a sample of the material to be presented at the summer conference. |
| May '78 | 27. | Formulate the standards data into a final package. |
| | | a. approved by the steering Committee |
| | | b. Print the final package. |
| June '78 | 28. | Secure a time allotment on the Ag Occupations summer conference for project presentation and distribution of final package. |
| June '78 | 29. | Write final report on Phase I. |
| By July 30 | 30. | Present and deliver final report on Phase I. |
| Early May '78 | 31. | Begin formulation of plans for Phase II of this study at the steering committee meeting under item 26. |
| June '78 | 32. | Secure a time allotment on the AO summer conference for Phase II to DAVTE. |
| June '78 | 33. | Submit the proposal for Phase II to DAVTE. |
| | 34. | Initiate Phase II. |

# APPENDIX D

# PRELIMINARY DATA SHEET

Preliminary Data

Confidential Information

School: _____

SOUTHERN ILLINOIS UNIVERSITY/Carbondale
UNIVERSITY OF ILLINOIS/Urbana-Champaign

Teacher's Code No. _____

## TEACHER PROFILE

1. Professional Preparation: (check highest level college credit)

☐ High School ☐ 2-years college ☐ AAS degree
☐ AA degree ☐ BS degree ☐ MS degree
☐ MS+30 hrs ☐ Ph.D. or EdD.

2. Teaching Certification: (check one)

☐ Temporary ☐ Provisional ☐ Permanent ☐ Not Certified

3. Length of your teaching contract: (check one)

☐ 9 mo ☐ 9 1/2 mo ☐ 10 mo ☐ 10 1/2 mo ☐ 11 mo
☐ 11 1/2 mo ☐ 12 mo

4. Are you a member of: (check all that apply)

☐ IVA ☐ NVATA ☐ AVA ☐ IAVAT ☐ IACCAI ☐ IEA
☐ IFT ☐ Others _____ (specify)

5. Sex: ☐ Male ☐ Female

## TEACHING INFORMATION

1. How many years including this year of secondary school teaching experience? ____Agric. Occ.
____Non-Agric.

2. How many years including this year of post-secondary teaching experience? ____Agric. Occ.
____Non-Agric.

3. Years including this year of non-teaching agricultural experience since the age 18? _____

4. How many years including this year of non-agricultural non-teaching experience? _____

5. Have you served as a cooperating teacher for student teaching? (check one) ☐ Yes, ___No. years
☐ No

## COMMUNITY & SCHOOL

1. Size of the largest city, suburb, or town in your educational district:

☐ 0-1,000 ☐ 1,000-3,000 ☐ 3,000-6,000 ☐ 6,000-12,000
☐ 12,000-25,000 ☐ 25,000-50,000 ☐ 50,000-100,000 ☐ Over 100,000

2. Size of High School, Area Vocational Center, or Community College: Full Time Equivalent

☐ 100-250 ☐ 250-500 ☐ 500-750 ☐ 750-1,000 ☐ 1,000-2,000
☐ 2,000-5,000 ☐ 5,000-10,000 ☐ Over 10,000

3. Teaching Assignment: (check all that apply)

☐ High School ☐ Area Vocational Center ☐ Community College

4. Do you teach in a multiple or single teacher department:

☐ Multiple Dept. (if multiple, list the number of teachers) _____
☐ Single Dept.

## DEPARTMENTAL INFORMATION

1. List the total number of students currently enrolled in your agriculture department: (do not count students twice)
____Full Time ____Part Time

2. Please indicate which of the following agricultural occupation courses are offered in your educational program. (check all that apply)

☐ Production Ag ☐ Ag Mech
☐ Ag Products ☐ Ag Resource
☐ Horticulture ☐ Forestry
☐ Ag Supplies and Services

1. ___
2. ___
3. ___
4. ___
5. ___
6. ___
7. ___
8. ___
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45

# APPENDIX E

## DEFINITION OF TERMS AND DIRECTIONS FOR COMPLETING THE QUESTIONNAIRE

DEFINITION OF TERMS AND DIRECTIONS FOR COMPLETING THE QUESTIONNAIRE:

4 - ESSENTIAL: Is so necessary that this standard should be met by all approved Illinois agricultural occupations programs.

3 - IMPORTANT: Is a necessary standard of superior Illinois agricultural occupations programs.

2 - NICE TO HAVE: Is not necessary, but may provide help to some Illinois agricultural occupations programs.

1 - NOT NEEDED: Is not necessary and is not useful for Illinois agricultural occupations programs.

An analogy that permits a relative understanding of the above terms is found by pursuing the necessary standards for a professional football quarterback.

In accordance with the terms above, football experts might reply, it is necessary (essential) that a quarterback be able to throw the ball well to play professionally. While it is necessary (important) that he can run the ball, we feel this is a standard when added to a good arm results in an outstanding quarterback. It would be (nice) but not necessary for him to be able to kick 40-yard field goals and while a handsome profile is not a detracting feature, it is certainly (not needed).

It is hoped that you assign this type of relative ranking of necessity to the attached list of standards for agricultural occupations programs in Illinois.

Directions for completing the questionnaire:

1. Please complete the preliminary data page.

2. Be referring to the definition of terms, please indicate by a check (✓) the necessity of each standard. For example, in your opinion and from your experience, how necessary to Illinois agricultural occupations programs is a standard such as class size is limited to 20 students.

3. In the blank spaces provided, add any standard you feel is necessary to quality agricultural occupations programs.

# APPENDIX F

## LETTER TO SECTIONAL CHAIRMAN

December 22, 1977

Mr. Larry D. Wesley
Agricultural Occupations Instructor
Leaf River High School
Leaf River, Illinois 61047

Dear Mr. Wesley:

Perhaps by this time you have learned through the "Vo-Ag Aids" or other sources that a national effort is being made to produce standards useful in upgrading vocational agriculture programs at both the secondary and post-secondary levels.

The teacher educators at Southern Illinois University are directing that portion of the study dealing with agricultural programs in Illinois high schools. A set of national standards has been developed by Iowa State University, and we want to adapt these or modify them to fit Illinois conditions. These standards have been prepared so that they can be rated by use of a check mark.

All agricultural occupation teachers in Illinois are invited to participate in rating these standards, and we hope for good participation. In order to reach all ag teachers we plan to work through the twenty-five sectional chairmen. Approval to do so has been granted by the IAVAT president and the executive secretary, and this procedure was approved by the steering committee for the standards program.

We have been informed that all sectional chairman and district directors are invited to a meeting at Springfield on Saturday, January 7, to formulate programs and activities for the remainder of the year. We have been granted time to explain our procedures to the chairmen on that date for which we are most grateful. We will have the necessary forms with us that day for all teachers in each section, and they will be distributed to each sectional chairman.

It will then be your responsibility to call or set a meeting sometime in January or February (maybe you have a winter meeting date already set) at which time the rating forms are handed out, marked, and returned to you. You, then, will send them back to us at S.I.U. Undoubtedly some followups will be necessary.

We plan to reimburse each sectional chairman for these efforts. We are listing each of you as a consultant at $75 for services rendered when all forms have been checked by each teacher in your section and returned to us. In addition we will pay each of you up to $25 for travel in getting the job done.

At the January 7 meeting we will make every effort to answer all questions and explain the program completely. We sincerely hope you will accept this leadership responsibility for your section in directing the evaluation of the proposed standards.

An informative letter is being sent to each high school ag occupations instructor in the state telling them about the study and inviting their participation whenever you call a meeting for your section.

Sincerely yours,

Thomas R. Stitt, Project Director

James Legacy, Co-director

Eugene S. Wood, Co-director

Ralph A. Benton, Research Associate

COPY

# APPENDIX G

## LETTER TO AGRICULTURAL OCCUPATIONS TEACHERS

Southern Illinois
University at Carbondale
Carbondale, Illinois 62901

Department of Agricultural Industries

January 3, 1978

Dear Ag Teacher:

Perhaps by this time you have learned through the "Vo-Ag Aids" or other sources that a national effort is being made to produce standards useful in upgrading agricultural occupational programs at both the secondary and post-secondary levels.

The teacher educators at Southern Illinois University are directing that portion of the study dealing with agricultural programs in Illinois high schools. A set of national standards has been developed by Iowa State University and we want to adapt these or modify them to fit Illinois conditions. We are preparing these standards so that they can be rated by use of a check mark.

All agricultural occupations teachers in Illinois are invited to participate in rating these standards and we hope for good participation. In order to reach all ag teachers we plan to work through the twenty-five sectional chairmen. Approval to do so has been granted by the IAVAT president and the executive secretary, and this procedure was approved by the steering committee for the standards program.

We will be meeting with the sectional chairmen and the district directors in Springfield on January 7. We have been given time on their program to explain our procedures.

It will then be your sectional chairman's responsibility to call or use an already set date, hopefully in January or early February, to make possible the marking of the forms or rating sheets. The results will be computerized, validated, and then printed and distributed to all ag teachers at the annual conference in June.

No participating teacher in checking the standards is obligated to use them when the study is completed; however, they will be available to anyone who wishes to try to upgrade his program in any way. We invite you to take part in marking (rating) the proposed standards.

Sincerely yours,

Thomas R. Stitt

Thomas R. Stitt, Project Director

Ralph A. Benton

Ralph A. Benton, Research Associate

APPENDIX H

NEWS RELEASE
SIU NEWS SERVICE

Thomas R. Stitt, James W. Legacy, and Eugene S. Wood, Southern Illinois University at Carbondale agriculture education specialists, have received $33,302 from the Illinois Office of Education Department of Adult, Vocational and Technical Education to help fund a research proposal.

Their project, approved and funded Oct. 17, deals with developing standards for improving agricultural occupations teaching programs in Illinois secondary and post-secondary schools.

Rapid changes in farming technology and broader concepts about agricultural occupations recently has promoted need of national standards for progressive agriculture teachers to meet the challenge of keeping agricultural education programs abreast of modern farming and related agricultural fields, Stitt says.

After holding several national workshops, Iowa State University's agricultural education department has taken responsibility for developing, validating and disseminating a set of agricultural education standards for the United States, according to Stitt. Because of regional differences in agriculture, each state is being charged with adapting the proposed standards to their own conditions. This involves having the state's agriculture occupations teachers review the standards and adopt and implement them according to the regional requirements.

The general standards cover seven occupational areas in agriculture, Stitt says. These are: production, supplies and services, mechanization, product processing, ornamental horticulture, natural resources, and forestry.

The Stitt-Legacy-Wood proposal will study how the standards will be tested and eventually adopted by agricultural occupations teachers in Illinois. Helping the researchers with surveys and data collection are Ralph A. Benton, emeritus faculty member, and Allan Nelson, a graduate student.

Cooperating in the study is the University of Illinois agriculture education department which will be responsible for that part of the program dealing with Illinois community college agriculture teachers and teachers of agriculture-related programs in Cook County metropolitan area high schools. Supervising that part of the work will be Lowell F. Hillen and Robert W. Walker of the U. of I. agriculture education faculty.

Stitt says there are about 450 agricultural occupations teachers in Illinois high schools and 145 in the community colleges.

A state-wide advisory committee for the study has been selected. It includes two persons each from the Illinois Association of Vocational Agriculture Teachers, the Illinois State Department of Adult, Vocational and Technical Education, and from the group of metropolitan agriculture teachers; and one person from each of the four state universities with agriculture education teacher training programs, and from the University of Illinois Vocational Agriculture Service.

In carrying out the SIU-C proposal the researchers will be working through the 25 sectional chairmen to reach all the

high school agriculture teachers, Stitt says. Results of the study will be made available to the teachers at their annual conference in June.

# APPENDIX I

NEWS RELEASE
"AIDS"

An Announcement:

STANDARDS FOR AGRICULTURAL OCCUPATIONS PROGRAMS

A state-wide research project funded by the Division of Adult, Vocational and Technical Education has been initiated. It is designed to test and refine a set of national standards already prepared and make them more suitable for use in Illinois. The standards are a means by which agricultural occupation teachers may improve their programs.

The study covers both secondary and post-secondary programs. University of Illinois agricultural education staff members Lowell F. Hillen, Robert W. Walker, and Paul E. Hemp will direct the post-secondary study including metropolitan agriculture programs. They will work with community college teachers and administrators.

Southern Illinois University agricultural education staff members James Legacy, Thomas R. Stitt, Eugene S. Wood, and Ralph A. Benton will conduct the study for secondary school agricultural occupations instructors. Their plan is to work through the district directors and the sectional chairmen. Approval to do so has been granted by the president and executive secretary of the IAVAT. Contacts will begin in the near future. All agricultural occupations teachers are invited to participate.

A steering committee has been formed and met on November 21 in Springfield prior to the joint-staff meeting. Committee members are from the IAVAT, IACCAI, teacher education universities, VAS, DAVTE, and MAT representing all areas of vocational agriculture occupational teaching.

# APPENDIX J

## NEWS RELEASE
## SPARTA

NEWS RELEASE FOR AG TEACHERS AT THE SPARTA MEETING

On the evening of December 14, _____ agricultural
number
occupations instructors and their wives from sections 21 and 22 met at Sparta for a Christmas dinner meeting.

_____, agricultural occupations
name of local ag teacher
instructor at _____, was in attendance
name of high school
and participated in a pre-test of "Standards for Improving Agricultural Occupations Programs in Illinois High Schools." This is a research study being made by the agricultural education staff at Southern Illinois University and is an extension of a national effort on standards.

Dr. Ralph A. Benton and ~~Dr. Thomas R. Stitt~~ Allan Nelson, graduate student, from SIU were present to explain the program and to give the test. Dr. Benton stated that this particular area was chosen for the pre-test because of the variety of agricultural programs being offered, the high quality of teachers, their willingness to cooperate, and also because they meet regularly.

~~Dr. Stitt~~ He also said that after this pre-test has been validated all agricultural occupations teachers in Illinois high schools will be invited to participate in this testing of a standards program.

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APPENDIX K

NEWS RELEASE
ALL AG TEACHERS

NEWS RELEASE FOR AG TEACHERS

On _____ (date), _____ (name of local ag teacher)
attended a meeting at _____ (name of school)
where _____ (number of teachers) agricultural teachers
participated in a special project.

Mr. _____ (name of ag teacher) reported that these teachers participated in a statewide research study being made by the Agricultural Education staff at Southern Illinois University in cooperation with the Division of Adult, Vocational and Technical Education at Springfield. The participants were asked to rate a set of proposed standards, the results of which will be computerized, validated, printed and distributed to all agricultural occupations teachers in Illinois.

The purpose of the standards is to help agriculture teachers improve the quality of their programs.

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# APPENDIX L

## STANDARDS COMMON TO ALL PROGRAMS

## STANDARDS COMMON TO ALL PROGRAMS

| INSTRUCTIONAL PROGRAM | | IDENTIFICATION OF NEED FOR STANDARDS | | | | |
|---|---|---|---|---|---|---|
| ID No. | Standards Statements | Essential | Important | Nice to Have | Not Needed | Coding Only |
| 0108 | The department's annual and five-year program plans, including goals, objectives, and activities, are on file in the department and with the administration. | | | | | 0108___ |
| 0208 | A written statement of philosophy for vocational education in agricultural occupations is on file and is in harmony with the philosophy statement for the total school. | | | | | 0208___ |
| 0308 | The instructional program is reviewed and modified in light of local, state, and federal manpower data. | | | | | 0308___ |
| 0408 | Validated competencies, needed by students for entry and advancement in employment, are utilized in developing objectives for the instructional program. | | | | | 0408___ |
| 0508 | The instructional program contains the necessary balance of class time, laboratory work, field trips, and occupational experience to adequately prepare students for employment or advanced educational programs. | | | | | 0508___ |
| 0608 | Students enrolled in vocational education in agricultural occupations are also enrolled in other appropriate courses including science, mathematics, social science, and oral and written communications. | | | | | 0608___ |
| 0708 | The instructional program is articulated with other local secondary, post-secondary, and four-year programs of education in agricultural occupations. | | | | | 0708___ |
| 0808 | Planned visits are made to prospective employers by the agricultural occupations instructor or school placement officer to determine current manpower needs. | | | | | 0808___ |
| 0908 | Written courses of study are based on validated competencies and are evaluated and revised annually. | | | | | 0908___ |

| INSTRUCTIONAL PROGRAM | | IDENTIFICATION OF NEED FOR STANDARDS | | | | |
|---|---|---|---|---|---|---|
| ID No. | Standards Statements | Essential | Important | Nice to Have | Not Needed | Coding Only |
| 1008 | Provisions are made to accomodate students with physical handicaps or other special educational needs. | | | | | 1008___ |
| 1108 | Community resources, facilities, and industries are identified and utilized to enhance the quality of the instructional program. | | | | | 1108___ |
| 1208 | Lesson plans are developed that clearly state instructional objectives, activities, and resources to be utilized during instruction. | | | | | 1208___ |
| 1308 | Modern and technically accurate instructional materials and textbooks are utilized in the instructional program. | | | | | 1308___ |
| 1408 | Students have access to current trade journals and other agricultural publications. | | | | | 1408___ |
| 1508 | Instruction in safety is provided in advance of any shop or laboratory work. | | | | | 1508___ |
| 1608 | Transportation is provided to students for all planned off-camous educational activities. | | | | | 1608___ |
| | SUPERVISED OCCUPATIONAL EXPERIENCE | | | | | |
| 1708 | Students are engaged in supervised occupational experience programs that are related to their occupational objective and are appropriate in light of their ability and place of residence. | | | | | 1708___ |
| 1808 | A systematic plan is utilized to select, develop, and evaluate training stations that assist students in obtaining desired occupational competencies. | | | | | 1808___ |
| 1908 | The instructor, student, and employer cooperatively develop a formal training agreement and training plan which include essential competencies and experiences that are to be acquired during the program. | | | | | 1908___ |

| SUPERVISED OCCUPATIONAL EXPERIENCE | | IDENTIFICATION OF NEED FOR STANDARDS | | | | |
|---|---|---|---|---|---|---|
| ID No. | Standards Statements | Essential | Important | Nice to Have | Not Needed | Coding Only |
| 2008 | Students participating in the occupational experience program are employed in accordance with all applicable federal and state labor laws. | | | | | 2008___ |
| 2108 | The instructor provides effective coordination, supervision, and occupational guidance to students engaged in occupational experience programs. | | | | | 2108___ |
| 2208 | Supervision of students, engaged in cooperative occupational experience programs, is accomplished by both the instructor and the cooperating employer. | | | | | 2208___ |
| 2308 | Agricultural occupations instructors have at least one class preparation period and one period for supervision per instructional day. | | | | | 2308___ |
| 2408 | Each instructor responsible for supervision of occupational experience programs maintains adequate records to determine student progress and to assist in placement. | | | | | 2408___ |
| 2508 | Each student engaged in a supervised occupational experience program maintains accurate and up-to-date records including financial transactions and competencies acquired during the program. | | | | | 2508___ |
| 2608 | Students receive (school) credit for all supervised occupational employment programs that are conducted during regular school hours. | | | | | 2608___ |
| | LEADERSHIP DEVELOPMENT | | | | | |
| 2708 | All secondary agricultural occupations students are members and participate in the Future Farmers of America (FFA) | | | | | 2708___ |
| 2808 | All postsecondary agricultural occupations students are members and participate in the Young Farmers Association (YFA) or other appropriate postsecondary student organizations. | | | | | 2808___ |
| 2908 | The local FFA Chapter, YFA Chapter, and other postsecondary organizations involve members in activities at the district, state, and national levels. | | | | | 2908___ |

| LEADERSHIP DEVELOPMENT | | IDENTIFICATION OF NEED FOR STANDARDS | | | | |
|---|---|---|---|---|---|---|
| ID No. | Standards Statements | Essential | Important | Nice to Have | Not Needed | Coding Only |
| 3008 | The FFA Chapter, YFA Chapter, and other postsecondary organizations provide for the specialized needs and interests of all members and reflect the instructional program. | | | | | 3008___ |
| 3108 | Leadership development activities are an integral part of the instructional program. | | | | | 3108___ |
| 3208 | Organizations representing specialized areas of agricultural occupations provide leadership and occupational training for students in postsecondary institutions. | | | | | 3208___ |
| | STUDENT RECRUITMENT, ENROLLMENT, AND COUNSELING | | | | | |
| 3308 | Students enrolling in a specialized program of agricultural occupations have completed a one or two-year basic vocational agriculture program. | | | | | 3308___ |
| 3408 | Prospective students and their parents are visited by the agricultural occupations instructor and are provided copies of the program objectives prior to their enrollment in the program. | | | | | 3408___ |
| 3508 | A student card or file is maintained for all students and contains current information on occupational objectives, supervised occupational experience programs, FFA activities, complete course work, and other necessary subjects. | | | | | 3508___ |
| 3608 | The agricultural occupations instructor advises each student on a regular basis and assists those with special educational needs to obtain additional assistance from qualified school personnel. | | | | | 3608___ |
| 3708 | Enrollment policies permit flexible entry and exit from the agricultural occupations program. | | | | | 3708___ |

| ID No. | Standards Statements | Essential | Important | Nice to Have | Not Needed | Coding Only |
|---|---|---|---|---|---|---|
| | PUBLIC RELATIONS | IDENTIFICATION OF NEED FOR STANDARDS | | | | |
| 3808 | Through an effective public relations program the faculty, students, parents, employers, advisory council members, and the community understand the educational objectives, major activities and accomplishments of the agricultural occupations program. | | | | | 3808___ |
| 3908 | The instructors establish and maintain cooperative working relations with leaders in related industries, organizations, and agencies. | | | | | 3908___ |
| | FACILITIES AND EQUIPMENT | | | | | |
| 4008 | The classrooms, shops, and laboratory stations are adequare for the number of students enrolled. The equipment replicates that found in the occupations for which training is provided. | | | | | 4008___ |
| 4108 | Facilities and equipment meet all current state and federal safety regulations. | | | | | 4108___ |
| 4208 | The classroom and laboratory are maintained in an orderly, safe, and attractive condition. | | | | | 4208___ |
| 4308 | Facilities and equipment are arranged with consideration given to effective teaching, class control, safety, and economy. | | | | | 4308___ |
| 4408 | A land laboratory, convenient to the school, is provided and utilized in the instructional program. | | | | | 4408___ |
| 4508 | The departmental office is located so as to provide optimum supervision of activities. | | | | | 4508___ |
| 4608 | Supplies and equipment are stored in a systematic and safe manner. | | | | | 4608___ |
| 4708 | Maintenance and service records of equipment are on file in the departmental office. | | | | | 4708___ |

| STAFFING | | IDENTIFICATION OF NEED FOR STANDARDS | | | | |
|---|---|---|---|---|---|---|
| ID No. | Standards Statements | Essential | Important | Nice to Have | Not Needed | Coding Only |
| 4808 | The instructor possesses the personal, technical, professional and occupational competencies necessary to prepare students for entry level employment or for advanced educational programs. | | | | | 4808___ |
| 4908 | The instructor is sensitive to the needs of students and can recognize and make provisions for individual student differences within the instructional program. | | | | | 4908___ |
| 5008 | Instructors are employed on twelve-month contracts to provide for continuous education and supervision of students during summer months. | | | | | 5008___ |
| 5108 | The maximum assignment per instructor is 25 hours of classroom instructional time, five hours of student advising, and ten hours of supervision and preparation per week. | | | | | 5108___ |
| 5208 | The instructor is actively involved in professional teacher organizations which are supported by agricultural educators in the state, and is engaged in continuing in-service professional development programs. | | | | | 5208___ |
| 5308 | At least one instructor in the department holds a current Red Cross first aid card or its equivalent. | | | | | 5308___ |
| 5408 | The department has access to adequate secretarial services. | | | | | 5408___ |
| 5508 | Instructors holding provisional certification will acquire full certification within two years of original employment. | | | | | 5508___ |
| | ADMINISTRATION AND SUPERVISION | | | | | |
| 5608 | The agricultural occupations program is an integral part of the local district plan for vocational education. | | | | | 5608___ |
| 5708 | Representatives of local, area, and state education agencies participate in planning the program of instruction and are kept informed of the progress made. | | | | | 5708___ |

| ADMINISTRATION AND SUPERVISION | | IDENTIFICATION OF NEED FOR STANDARDS | | | | |
|---|---|---|---|---|---|---|
| ID No. | Standards Statements | Essential | Important | Nice to Have | Not Needed | Coding Only |
| 5808 | In multiple-instructor departments, one instructor is appointed and compensated to serve as department head. Job descriptions are on file for all department staff members. | | | | | 5808___ |
| 5908 | An agricultural occupations advisory council or committee is formed and meets at least twice a year to help determine program needs and to assist in promotion, and evaluation of the program. | | | | | 5908___ |
| 6008 | The advisory council functions under written guidelines which specify the length of a member's term, responsibilities, and operational procedures. | | | | | 6008___ |
| | FINANCE | | | | | |
| 6108 | The instructional program is supported by an annual board-approved budget that considers program needs and the number of students enrolled. Included are the following items 6208 - 6908: | | | | | 6108___ |
| 6208 | Staff compensation on an annual basis. | | | | | 6208___ |
| 6308 | Staff compensation for duties performed beyond the standard teaching day. | | | | | 6308___ |
| 6408 | Facility operation and maintenance. | | | | | 6408___ |
| 6508 | Equipment and material purchase and replacement. | | | | | 6508___ |
| 6608 | Consumable supplies. | | | | | 6608___ |
| 6708 | Teacher travel and per diem. | | | | | 6708___ |
| 6808 | Transportation for field trips. | | | | | 6808___ |
| 6908 | In-service education. | | | | | 6908___ |

| | FINANCE | IDENTIFICATION OF NEED FOR STANDARDS | | | | |
|---|---|---|---|---|---|---|
| ID No. | Standards Statements | Essential | Important | Nice to Have | Not Needed | Coding Only |
| 7008 | Appropriate and accurate financial records are maintained. Administration and/or board-approved policies are provided for the receipt and disbursement of funds. | | | | | 7008___ |
| | PLACEMENT | | | | | |
| 7108 | The instructor, in cooperation with the school counselor, assists in the placement and follow-up of students. A file of placement and employment records is maintained. | | | | | 7108___ |
| | EVALUATION | | | | | |
| 7208 | The instructor, local administrator(s), and appropriate state education agency staff member(s) meet at regular intervals to formally examine and evaluate the agricultural occupations program. | | | | | 7208___ |
| 7308 | One and five-year follow-up surveys of former students are made to determine their current occupational or educational status. | | | | | 7308___ |
| 7408 | Results obtained from program evaluations are used to promote, develop, and improve the instructional program. | | | | | 7408___ |

# APPENDIX M

## STANDARDS SPECIFIC TO PRODUCTION AGRICULTURE

| INSTRUCTIONAL PROGRAM | | IDENTIFICATION OF NEED FOR STANDARDS | | | | |
|---|---|---|---|---|---|---|
| ID No. | Standards Statements | Essential | Important | Nice to Have | Not Needed | Coding Only |
| 0101 | Class size is limited to a maximum of 20 students. For students with special needs, the limit is 10 per class. | | | | | 0101___ |
| 0201 | A minimum of 275 minutes of net class time per week is provided during years one and two; a minimum of 385 minutes per week is provided during years three and four. | | | | | 0201___ |
| 0301 | Instructors submit to the administration a carefully planned program of responsibilities to be assumed during the summer months. | | | | | 0301___ |
| | SUPERVISED OCCUPATIONAL EXPERIENCE | | | | | |
| 0401 | The instructional program provides a minimum of four on-site supervisory visits per student during a 12-month period. | | | | | 0401___ |
| 0501 | The instructor schedules a minimum of eight hours per week for occupational experience supervision. | | | | | 0501___ |
| 0601 | An annual report of the occupational experience program of students is submitted to the school administration and state educational agency staff. | | | | | 0601___ |
| | STAFFING | | | | | |
| 0701 | Instructors certified to teach production agriculture have preparation in agricultural economics and business analysis, animal science, plant and soil science, agricultural mechanics, and leadership development. They have had two or more years of farm experience or equivalent occupational experience. | | | | | 0701___ |
| | ADMINISTRATION AND SUPERVISION | | | | | |
| 0801 | The maximum student-teacher ratio is 60 to 1. | | | | | 0801___ |
| 0901 | Students receive a minimum of one semester credit per hour of daily instruction. | | | | | 0901___ |

# APPENDIX N

## STANDARDS SPECIFIC TO AGRICULTURAL SUPPLIES AND SERVICES

STANDARDS SPECIFIC TO AGRICULTURAL SUPPLIES AND SERVICES

| INSTRUCTIONAL PROGRAM | | IDENTIFICATION OF NEED FOR STANDARDS | | | | |
|---|---|---|---|---|---|---|
| ID No. | Standards Statements | Essential | Important | Nice to Have | Not Needed | Coding Only |
| 0102 | The instructional program in agricultural supplies and services includes a two-year program with a minimum of 275 minutes of class time per week. | | | | | 0102____ |
| 0202 | The program allocates 60% of the instructional time for classroom activities and 40% for laboratory experiences. | | | | | 0202____ |
| | SUPERVISED OCCUPATIONAL EXPERIENCE | | | | | |
| 0302 | Students are visited at least monthly by the instructor. | | | | | 0302____ |
| 0402 | Supervised occupational experience involves a minimum of 25% of the total time allocated for the agricultural supplies and services program. | | | | | 0402____ |
| 0502 | Wages are paid to the student during an on-the-job training period. | | | | | 0502____ |
| 0602 | A full-time instructor supervises a maximum of 24 students while they are engaged in an occupational experience program. | | | | | 0602____ |
| 0702 | The supervised occupational experience program is more than six months in duration each year. It is of a sufficient number of hours to enable the student to become proficient in essential competencies. | | | | | 0702____ |
| | LEADERSHIP DEVELOPMENT | | | | | |
| 0802 | Members of student organizations are affiliated with their respective professional and occupational associations. | | | | | 0802____ |

| STUDENT RECRUITMENT, ENROLLMENT, AND COUNSELING | | IDENTIFICATION OF NEED FOR STANDARDS | | | | |
|---|---|---|---|---|---|---|
| ID No. | Standards Statements | Essential | Important | Nice to Have | Not Needed | Coding Only |
| 0902 | Students planning to enroll in the agricultural supplies and services curriculum at the secondary level complete a one or two-year basic vocational agriculture program. | | | | | 0902___ |
| 1002 | Working relationships exist between the agricultural supplies and services faculty, and the student services personnel in the school system. | | | | | 1002___ |
| | FACILITIES AND EQUIPMENT | | | | | |
| 1102 | A minimum of 40 square feet of classroom space per student is provided. | | | | | 1102___ |
| 1202 | Office space is provided at the rate of 120 square feet for one instructor and 60 square feet for each additional instructor. | | | | | 1202___ |
| | STAFFING | | | | | |
| 1302 | The instructor is certified and possesses a minimum of 3,000 hours of meaningful job employment in the agricultural supplies and services area. | | | | | 1302___ |
| 1402 | The instructor participates in a minimum of four weeks of professional improvement activities every three years. | | | | | 1402___ |
| 1502 | The instructor is provided two hours daily for supervision and coordination activities for each 20 students. | | | | | 1502___ |
| | ADMINISTRATION AND SUPERVISION | | | | | |
| 1602 | Periodic reports of activities and accomplishments are submitted to the local institution. | | | | | 1602___ |

# APPENDIX O

# STANDARDS SPECIFIC TO AGRICULTURAL MECHANICS

# 01.0300 AGRICULTURAL MECHANICS

STANDARDS SPECIFIC TO AGRICULTURAL MECHANICS

Teacher's Code No._____

| ID No. | Standards Statements | Essential | Important | Nice to Have | Not Needed | Coding Only |
|---|---|---|---|---|---|---|
| | SUPERVISED OCCUPATIONAL EXPERIENCE | IDENTIFICATION OF NEED FOR STANDARDS | | | | |
| 0103 | A minimum of one on-site supervision visit per month is made by the instructor to each cooperating employer. | | | | | 0103___ |
| 0203 | The minimum time spent by secondary students each year on occupational experience in agricultural mechanics in addition to regular class and laboratory/shop instruction approximate the following indicated in items 0303 - 0603: | | | | | 0203___ |
| 0303 | 1st year 100 hours | | | | | 0303___ |
| 0403 | 2nd year 150 hours | | | | | 0403___ |
| 0503 | 3rd year 200 hours | | | | | 0503___ |
| 0603 | 4th year 300 hours | | | | | 0603___ |
| | FACILITIES AND EQUIPMENT | | | | | |
| 0703 | Facilities are designed and used only for agricultural mechanics instruction. | | | | | 0703___ |
| 0803 | Agricultural mechanics facilities include a self-contained unit, which houses classrooms, laboratories, offices, storage, and complimentary auxiliary features. | | | | | 0803___ |
| 0903 | A minimum of 200 square feet of laboratory space is provided per ninth and tenth grade student, with additional space available for specialized programs for eleventh and twelfth grade students. | | | | | 0903___ |
| 1003 | The laboratory/shop has a minimum width of 50 feet and a width-length ratio of not more than 1 to 2 permitting an open space concept. | | | | | 1003___ |

| FACILITIES AND EQUIPMENT | | IDENTIFICATION OF NEED FOR STANDARDS | | | | |
|---|---|---|---|---|---|---|
| ID No. | Standards Statements | Essential | Important | Nice to Have | Not Needed | Coding Only |
| 1103 | Adequate student lockers, restrooms, and clean-up facilities are provided. | | | | | 1103___ |
| 1203 | The minimum square footage devoted to agricultural mechanics instruction is:<br>Area — 1 Teacher — 2 Teachers<br>Office — 120 — 180-240<br>Classroom — 840 — 840<br>Classroom Storage — 120 — 120<br>Mechanics Laboratory — 3800 — 4200<br>Shop Storage — 320 — 480 | | | | | 1203___ |
| 1303 | The main entrance to the agricultural mechanics laboratory is a minimum of 14 feet high and 16 feet wide. | | | | | 1303___ |
| 1403 | Recommended lighting and ventilation are provided. | | | | | 1403___ |
| 1503 | Adequate library, outside storage areas, and locker space are provided. | | | | | 1503___ |
| 1603 | Tools and equipment are modern and comparable to those used in agricultural occupations. | | | | | 1603___ |
| | STAFFING | | | | | |
| 1703 | The student-instructor ratio does not exceed 15 students per instructor for laboratory and occupational experience supervision. | | | | | 1703___ |
| 1803 | The agricultural mechanics instructor(s) is limited to five hours of class or laboratory per day. | | | | | 1803___ |
| 1903 | Each instructor teaches not more than four different subjects per day. | | | | | 1903___ |
| 2003 | Each instructor has a minimum of one hour per instructional day for preparation, one hour for counseling, and one hour for supervision. | | | | | 2003___ |

# APPENDIX P

## STANDARDS SPECIFIC TO AGRICULTURAL PRODUCTS

STANDARDS SPECIFIC TO AGRICULTURAL PRODUCTS

| ID No. | INSTRUCTIONAL PROGRAM<br>Standards Statements | IDENTIFICATION OF NEED FOR STANDARDS<br>Essential | Important | Nice to Have | Not Needed | Coding Only |
|---|---|---|---|---|---|---|
| 0104 | The program provides a four-year curriculum with two years of specialization in agricultural products during grades eleven and twelve. | | | | | 0104___ |
| 0204 | The program of study is based upon approved agricultural products curriculum guides adapted to meet the needs of students enrolled. | | | | | 0204___ |
| 0304 | A minimum of one-third of the instructional time is devoted to laboratory activities. | | | | | 0304___ |
| 0404 | Students are engaged in related supervised occupational experiences beyond normal classroom and laboratory instruction. They receive experience and credit when placed for occupational experience, or participate in school-provided facilities. | | | | | 0404___ |
| | SUPERVISED OCCUPATIONAL EXPERIENCE | | | | | |
| 0504 | The instructor has a minimum of one period each day for planning, and one for supervision. | | | | | 0504___ |
| | LEADERSHIP DEVELOPMENT | | | | | |
| 0604 | The local FFA chapter integrates agricultural products into its annual program of activities and participates in local, district, state, and national programs involving agricultural products activities. | | | | | 0604___ |
| | STUDENT RECRUITMENT AND ENROLLMENT | | | | | |
| 0704 | Students are counseled concerning interests, attitudes, physical requirements, and other qualifications essential to successful entry and employment in agricultural products. | | | | | 0704___ |

| STUDENT RECRUITMENT AND ENROLLMENT | | IDENTIFICATION OF NEED FOR STANDARDS | | | | |
|---|---|---|---|---|---|---|
| ID No. | Standards Statements | Essential | Important | Nice to Have | Not Needed | Coding Only |
| 0804 | An aggressive program of recruitment and selection is conducted. | | | | | 0804___ |
| | FACILITIES AND EQUIPMENT | | | | | |
| 0904 | A food processing laboratory with a minimum of 3,000 square feet of floor space is provided and reflects the occupational work areas in industry. Adequate heat, light, ventilation, and safety provisions are provided. | | | | | 0904___ |
| 1004 | Large and easily accessible storage facilities of sufficient size to accomodate equipment and materials used in agricultural products processing are provided. | | | | | 1004___ |
| 1104 | Adequate, modern laboratory equipment, typical of that used in industries in which trainees will become employed, is provided to meet instructional needs. | | | | | 1104___ |
| 1204 | Facilities and equipment meet local, state, and federal regulations. | | | | | 1204___ |
| 1304 | The classroom and laboratory are orderly and attractive, and provide students an example of good industry housekeeping. | | | | | 1304___ |
| | STAFFING | | | | | |
| 1404 | One qualified instructor is provided for each 20 students. | | | | | 1404___ |
| 1504 | The instructor has completed a minimum of 12 months or 2,000 hours of gainful employment in agricultural products occupations. | | | | | 1504___ |

# APPENDIX Q

## STANDARDS SPECIFIC TO ORNAMENTAL HORTICULTURE

# 01.0500 Ornamental Horticulture

STANDARDS SPECIFIC TO ORNAMENTAL HORTICULTURE

Teacher's Code No._____

| INSTRUCTIONAL PROGRAM | | IDENTIFICATION OF NEED FOR STANDARDS | | | | |
|---|---|---|---|---|---|---|
| ID No. | Standards Statements | Essential | Important | Nice to Have | Not Needed | Coding Only |
| 0105 | The complete program in ornamental horticulture includes technical horticulture, horticulture mechanics, supervised occupational experience, laboratory experience, leadership training, and occupational guidance. | | | | | 0105___ |
| 0205 | A two-year secondary school program is provided. Students will have completed one or two years of basic study in vocational agricultural occupations. | | | | | 0205___ |
| 0305 | Community resources, facilities, and industries have been identified and are utilized in an attempt to enrich the learning experiences of the students. | | | | | 0305___ |
| 0405 | A minimum of 10 contact hours per week for a minimum of two years is provided for classroom, horticulture mechanics, supervised occupational experience, laboratory experience, leadership and occupational guidance. | | | | | 0405___ |
| | LEADERSHIP DEVELOPMENT | | | | | |
| 0505 | The instructors of the ornamental horticulture program also serve as advisors to the vocational student organization that provides leadership training for students enrolled in the program. | | | | | 0505___ |
| | FACILITIES AND EQUIPMENT | | | | | |
| 0605 | The following ornamental horticulture facilities, conforming to state standards, are available for use in the instructional program. | | | | | 0605___ |
| 0705 | Greenhouse (70 sq. feet/student) | | | | | 0705___ |
| 0805 | Head house and work area (600 sq. feet total) | | | | | 0805___ |

| FACILITIES AND EQUIPMENT | | IDENTIFICATION OF NEED FOR STANDARDS | | | | |
|---|---|---|---|---|---|---|
| ID No. | Standards Statements | Essential | Important | Nice to Have | Not Needed | Coding Only |
| 0905 | Walk-in cooler | | | | | 0905___ |
| 1005 | Storage area | | | | | 1005___ |
| 1105 | Classroom | | | | | 1105___ |
| 1205 | Instructor's office | | | | | 1205___ |
| 1305 | Horticulture mechanics laboratory | | | | | 1305___ |
| 1405 | Outdoor land laboratory (5 acres optimum) | | | | | 1405___ |
| 1505 | Sales display area | | | | | 1505___ |
| 1605 | Restrooms, showers, and locker rooms | | | | | 1605___ |
| 1705 | Equipment is commensurate with state horticultural industry standards and instructional objectives. | | | | | 1705___ |
| 1805 | An adequate ornamental horticulture library is maintained and kept current. | | | | | 1805___ |
| | STAFFING | | | | | |
| 1905 | Instructors are certified teachers of agricultural occupations and have earned a minimum of 18 semester credits in ornamental horticulture. In addition, instructors have been employed 12 months or 2,000 hours in the ornamental horticulture industry. | | | | | 1905___ |
| 2005 | Twenty regular students, or 10 special needs students represent the maximum enrollment in classroom/laboratory classes. | | | | | 2005___ |

# APPENDIX R

## STANDARDS SPECIFIC TO AGRICULTURAL (NATURAL) RESOURCES

STANDARDS SPECIFIC TO AGRICULTURAL (NATURAL) RESOURCES

| ID No. | INSTRUCTIONAL PROGRAM<br>Standards Statements | IDENTIFICATION OF NEED FOR STANDARDS<br>Essential | Important | Nice to Have | Not Needed | Coding Only |
|---|---|---|---|---|---|---|
| 0106 | A minimum of 50 percent of the time scheduled for instruction in agricultural resources is devoted to hands-on, laboratory learning experience. | | | | | 0106___ |
| 0206 | The student-teacher ratio per class is 20 to 1 or less depending upon the nature of program requirements. | | | | | 0206___ |
| | SUPERVISED OCCUPATIONAL EXPERIENCE | | | | | |
| 0306 | Each student obtains a minimum of 450 hours of supervised on-the-job experience in his/her chosen occupation in agricultural (natural) resources before graduation. | | | | | 0306___ |
| | FACILITIES AND EQUIPMENT | | | | | |
| 0406 | A minimum of 35 square feet of space is provided per student in the classroom and 120 square feet for each student in the laboratory. | | | | | 0406___ |
| 0506 | The agricultural resources facilities are designed by the agricultural occupations instructor(s). | | | | | 0506___ |

## STANDARDS SPECIFIC TO FORESTRY

| ID No. | FACILITIES AND EQUIPMENT<br>Standards Statements | IDENTIFICATION OF NEED FOR STANDARDS<br>Essential | Important | Nice to Have | Not Needed | Coding Only |
|---|---|---|---|---|---|---|
| 0107 | An outdoor laboratory or school forest of sufficient scope is provided. The location is readily accessible to students during regular class time. | | | | | 0107___ |
| 0207 | An agricultural mechanics laboratory or its equivalent is provided, which includes the following items 0307 and 0407: | | | | | 0207___ |
| 0307 | Meets the minimum standards for space utilized for furnishings and equipment, and in providing instruction. | | | | | 0307___ |
| 0407 | Allows for maintenance and storage of tools and equipment of the type simulating that used in the forestry industry. | | | | | 0407___ |
| | STAFFING | | | | | |
| 0507 | The student-teacher ratio in the classroom is 25 to 1, with 15 students to 1 instructor in the laboratory class, and 8 to 1 in logging and sawmilling laboratories. | | | | | 0507___ |

# APPENDIX T

## STANDARDS SPECIFIC TO ADULT EDUCATION IN AGRICULTURAL OCCUPATIONS

STANDARDS SPECIFIC TO ADULT EDUCATION IN
AGRICULTURAL OCCUPATIONS

| INSTRUCTIONAL PROGRAM | | IDENTIFICATION OF NEED FOR STANDARDS | | | | |
|---|---|---|---|---|---|---|
| ID No. | Standards Statements | Essential | Important | Nice to Have | Not Needed | Coding Only |
| 0109 | Instructors meet certification standards established by the appropriate state vocational education agency. | | | | | 0109___ |
| 0209 | Instructors employed full-time in Young Farmer and other adult education programs have been specifically trained to work with adults and have successful occupational experience in the area to be taught. | | | | | 0209___ |
| 0309 | Adult education instructors hold the minimum of a bachelor's degree, and have completed at least 45 hours (75 quarter hours or 40% of total credit hours) in technical agricultural occupations including management. | | | | | 0309___ |
| 0409 | Resource specialists are certified to teach in specific areas for which they qualify by either experience, education, or a combination of both. Instructors who are full-time employees are required to correct any deficiencies that exist, in order to become fully qualified within five years. | | | | | 0409___ |
| 0509 | Instructors attend annual state in-service workshops dealing with problems relating to Adult Education in agricultural occupations. | | | | | 0509___ |
| 0609 | Instructors understand and carry out their job descriptions. Itineraries and work schedules are developed and followed. | | | | | 0609___ |
| | YOUNG FARMER EDUCATIONAL ASSOCIATION | | | | | |
| 0709 | State and local young farmer associations are non-profit, non-political, and non-discriminatory. | | | | | 0709___ |
| 0809 | The local Y.F.A. advisor is the instructor of the vocational agricultural occupations class(es) for young farmers. | | | | | 0809___ |

| YOUNG FARMER EDUCATIONAL ASSOCIATION | | IDENTIFICATION OF NEED FOR STANDARDS | | | | |
|---|---|---|---|---|---|---|
| ID No. | Standards Statements | Essential | Important | Nice to Have | Not Needed | Coding Only |
| 0909 | The Y.F.A. executive committee, or a committee appointed by it, is responsible for the planning and execution of an annual program of activities. | | | | | 0909___ |
| | DEVELOPMENT | | | | | |
| 1009 | The Standards for Quality Vocational Programs in Agricultural/Agribusiness Education are used by the school administration and/or the advisory committee in assessing the needs of Young Farmer and other adult education programs in agricultural occupations. The findings are made available for future program planning and development. | | | | | 1009___ |
| 1109 | Current state standards and guidelines are followed in the development of the adult agricultural occupations education program. | | | | | 1109___ |
| 1209 | The annual plan and related reports for the adult education program are submitted to the local administrator and the appropriate state agency for approval. | | | | | 1209___ |
| | PLANNING AND CONDUCTING THE INSTRUCTIONAL PROGRAM | | | | | |
| 1309 | The instructional program reflects the occupational needs, crucial problems, goals, and objectives of the students. These are organized by the instructor into a systematic and sequential schedule which includes individual on-the-job instruction. | | | | | 1309___ |
| 1409 | Lesson plans are developed that clearly state instructional objectives, learning activities, and resources to be used in the instructional program. | | | | | 1409___ |
| 1509 | A variety of teaching methods is employed in conducting the instructional program. | | | | | 1509___ |
| 1609 | Individualized instruction is provided on a year-round basis. This individual instruction is intensive during the first year and is provided as needed in subsequent years. | | | | | 1609___ |

| PLANNING AND CONDUCTING THE INSTRUCTIONAL PROGRAM | | IDENTIFICATION OF NEED FOR STANDARDS | | | | |
|---|---|---|---|---|---|---|
| ID No. | Standards Statements | Essential | Important | Nice to Have | Not Needed | Coding Only |
| 1709 | Instruction in farm, ranch, and other business records, computerized business analyses, and other decision making techniques are provided in the instructional program. | | | | | 1709___ |
| 1809 | Periodic student evaluation is conducted by the instructor and discussed with the student. | | | | | 1809___ |
| | ADMINISTRATION | | | | | |
| 1909 | Young Farmer Chapters and other Adult Education in agricultural occupations are recognized and conducted as part of each state's secondary and post-secondary vocational programs. | | | | | 1909___ |
| 2009 | State and local plans provide for the following items 2109 - 3209: | | | | | 2009___ |
| 2109 | Advisory committees representing young and adult farmers and appropriate agribusiness representatives are created to assist in identifying program needs. The committees meet two or more times each year to effectively carry out the programs. | | | | | 2109___ |
| 2209 | Advisory committee members are selected with the approval of the school administration. | | | | | 2209___ |
| 2309 | Both annual and long-term instructional plans are developed to meet local needs. | | | | | 2309___ |
| 2409 | Appropriate levels of federal, state, and local funding are provided for the development and maintenance of the program. | | | | | 2409___ |
| 2509 | The local plan provides for facilities and equipment. Funds are budgeted for salaries, travel, educational supplies, and other instructional needs. | | | | | 2509___ |

| ID No. | Standards Statements | Essential | Important | Nice to Have | Not Needed | Coding Only |
|---|---|---|---|---|---|---|
| | ADMINISTRATION | IDENTIFICATION OF NEED FOR STANDARDS | | | | |
| 2609 | All teachers are certified or are otherwise qualified to teach agricultural occupations. | | | | | 2609___ |
| 2709 | Those enrolled are considered students of the local or area school. | | | | | 2709___ |
| 2809 | Instruction is provided on a year-round basis. | | | | | 2809___ |
| 2909 | The enrollment includes ten or more students per class and a minimum of 30 clock hours of instruction. | | | | | 2909___ |
| 3009 | Scheduled time for individual instruction on a year-round basis at the local level is provided. | | | | | 3009___ |
| 3109 | Qualified supervisory/consultant staff for coordinating Young Farmer and other Adult Education is provided at state and/or district levels. | | | | | 3109___ |
| 3209 | The Young Farmer Educational Association (Y.F.A.) is an integral part of the state and local agricultural occupations program. | | | | | 3209___ |
| | EVALUATION | | | | | |
| 3309 | An annual evaluation of the program is conducted by representatives of school administration, advisory committee, class members, and local and state staff, and uses the Standards for Quality Vocational Programs in Agricultural/Agribusiness Education and other appropriate evaluation instruments. | | | | | 3309___ |
| 3409 | Summaries of evaluation findings are prepared by local administrators and distributed to the state vocational agricultural occupations administration and to those who participated in making the evaluation. | | | | | 3409___ |

PART II

# STANDARDS FOR HORTICULTURE-AGRICULTURE PROGRAMS IN SECONDARY SCHOOLS IN THE CHICAGO AREA

by

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June 1978

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## Introduction

Horticulture programs and courses in the Chicago metropolitan area have developed at a steady rate since the passage of the Vocational Education Amendments of 1968. Through the efforts of the Agricultural Occupations Consultants in the Illinois Office of Education, agricultural occupations teachers in suburban high schools and the Horticulture Program Coordinator for the Chicago Board of Education, the metropolitan Hort-Ag teachers have developed an organization which meets frequently to exchange ideas and to promote the development of Hort-Ag programs. A list of 100 or more Hort-Ag teachers has been developed and used as a mailing list. Some metropolitan-like programs have been started in urban areas in Will County, Lake County and Kane County.

The University of Illinois has offered credit courses and workshops to help provide teachers with the in-service education needed to implement horticulture into the secondary school curriculum.

## Need for Program Standards

Standards for Hort-Ag programs are needed in the metropolitan area. This is especially true for schools anticipating the expansion of the curricula to include agricultural programs responsive to the needs of students desiring to prepare for a career in the field of horticulture and other

agricultural areas. Requests for information from Chicago metropolitan-based vocational directors in the Chicago area regarding the planning and implementation of Hort-Ag programs have been received by the several Illinois universities and the Illinois Office of Education. Available information has been collected from agricultural programs outside the Chicago metropolitan area; however, this information is not always appropriate for dealing with situations which may differ considerably from situations outside a metropolitan area.

National standards which have been evaluated and accepted as written or revised by Chicago metropolitan Hort-Ag educators will serve best to develop quality Hort-Ag programs for the metropolitan area.

Rationale for Developing Illinois Standards

National standards have been developed for Agricultural Occupations programs. These standards provide an excellent base from which the Chicago metropolitan teachers can launch their effort to develop program standards which emerge to meet students' needs. The process of reviewing, evaluating, revising and accepting program standards by groups of educators who anticipate using these standards helps insure that these standards will be implemented.

Purpose of the Illinois Standards Project

Adoption and use of the standards for developing quality educational programs was the major purpose of the Illinois

Joint Staff in Agricultural Education, a prime sponsor of the Standards Project. Some of the standards for quality Hort-Ag programs in the Chicago metropolitan area may be similar to standards outside the metropolitan area. Another purpose of the study was to determine if metropolitan Hort-Ag educators and agricultural occupations instructors outside the metropolitan area differed in their evaluations of standards.

## Objectives of the Illinois Standards Project with Metropolitan Hort-Ag Educators

An attempt was made to survey all teachers conducting Hort-Ag programs or courses to accomplish three major objectives: (1) to gain demographic data which accurately describe the teachers and programs, (2) to have teachers rate the standards that were developed at a U.S.O.E.-sponsored National Conference and later refined and validated at Iowa State University, and (3) to seek tentative adoption of the standards judged to be applicable and necessary for programs in metropolitan schools.

## Specific Objectives

The specific objectives of this phase of the project were as follows:

1. Identify two educators from the Chicago metropolitan area to serve on the standards project steering committee.
2. Obtain a list of schools in Cook County and DuPage County that are receiving vocational reimbursement for Agricultural Occupations programs.

3. Identify all public high schools in Cook County and DuPage County and the directors of vocational programs in these schools.
4. With the aid of vocational directors, identify all Hort-Ag programs or courses, and staff.
5. Develop survey instrument for obtaining demographic data and evaluation of standards validated at Iowa State University.
6. Field test instruments at regular Metro Hort-Ag meeting.
7. Revise instrument and administer to all Hort-Ag teachers conducting programs or courses in the metropolitan area.
8. Process data.
9. Identify standards which are considered by teachers to be essential or important.
10. Seek adoption of standards at a regular meeting of the Metro Hort-Ag teachers in late May, 1978.

## Procedure

### Introduction

The procedure undertaken by the project staff at the University of Illinois to evaluate the National Standards for Quality Secondary Agricultural Programs, was developmental. Much of the procedure utilized in this project was developed as the project progressed. Initially, the major task was to identify schools offering Hort-Ag programs. This activity necessitated a developmental approach since no official listing of schools offering Hort-Ag programs existed for Cook or DuPage Counties.

The project began officially on November 1, 1977. Prior to this date, much preliminary work had already been done to plan for the early phases of the project. Full-time university staff assigned to the project met periodically and two consultants were identified to assist with the project. In addition, a printout of schools receiving vocational reimbursement for agricultural occupations programs was obtained from the Department of Adult, Vocational and Technical Education (DAVTE).

The following activities and events illustrate the procedure followed by the project staff in planning, implementing and reporting to complete the first phase of the study which ended on June 30, 1978.

Planning

A consultants' meeting was held in mid-December which consultants, Mr. Bill Hills, Agricultural Occupations Instructor, Naperville, Mr. Paul Chase, Vocational Coordinator of Hort-Ag Programs, City of Chicago, and Project Director, Robert W. Walker, attended.

At this meeting three following topics were discussed:

1. Identification of metropolitan Hort-Ag teachers and programs.
2. Solicitation of support of administrators, teachers, and coordinators.
3. Collection of data.

The two consultants were responsible for starting the Metro Hort-Ag Teachers' Association in the Chicago area with membership exceeding 75 teachers. A majority of the teachers in the Metro Hort-Ag Teachers' Association are science teachers who are interested in developing and teaching vocational horticulture programs in their schools or are presently teaching such courses.

Identification of High Schools in the Metropolitan Area Including Cook and DuPage Counties

A list of schools in the Chicago area was compiled from the Directory of Illinois Schools, 1976-77, Circular Series A, Number 360. It was decided at the consultants' meeting with Mr. Hills and Mr. Chase that the staff would only be concerned

with schools in Cook and DuPage Counties. The rationale behind this was that schools outside these counties are too far from the city to be considered metropolitan. It was also determined to group the Cook County schools into two categories--"Suburban" and "City of Chicago."

Identification of Hort-Ag Teachers and Programs

The identification of metropolitan schools with Hort-Ag programs proved to be a difficult problem. At the consultants' meeting with Mr. Hills and Mr. Chase, a decision was made to identify schools by using a computer printout of schools receiving vocational reimbursement. In addition, a letter and return postcard would be sent to high school principals in DuPage and Cook County via their vocational directors to seek information on Hort-Ag programs. This approach was discarded when it was determined that key information was missing from the printout and that the sending of the postcards to each principal would be too time consuming. Finally, an alternative approach was adopted. The decision was made in early March to identify Hort-Ag teachers and programs through the vocational directors. At the Illinois Vocational Association meeting in early March, Dr. Roger Claar and Lloyd Cundiff, Vice President, Suburban Association of Vocational Education Administrators; and Vocational Director of Reavis High School, respectively, offered the Project Director an opportunity to speak at their upcoming Vocational Directors' meeting. On March 15, the Project

Director attended the Suburban Cook County Vocational Directors' meeting and distributed a questionnaire (Appendix A) to obtain information from vocational directors of school districts in Cook County currently offering Hort-Ag programs, and a contact person for each program was identified. On April 6, the Project Director attended the Suburban Association of Vocational Educational Administrators to gather the same information. Vocational directors who were absent from these two meetings were contacted personally over the telephone to obtain the needed information. A letter and a questionnaire (Appendix B) were then sent to the contact people identified requesting (1) the name of the Hort-Ag teacher(s), (2) type of Hort-Ag program offered in the school, (3) the number of students in these programs, and (4) plans for future courses in Hort-Ag. Contact people who did not respond to the mailed questionnaire were contacted personally for the information.

Mr. Paul Chase, provided the project staff with a list of schools with Hort-Ag programs and other pertinent information about these schools. This list and the list of teachers obtained through survey were used to form a mailing list for the Metropolitan Standards Project.

Instrumentation

The instruments used in the Metropolitan Standards Project included a section on Demographic Data and a section on the National Standards for Quality Agricultural Occupations

Programs. The demographic data section permitted the teacher to provide information under six categories as follows: Teacher Profile, Community and School, Advisory Council Information, Teaching and Work Experience, Cooperative Education Information, and Department Information. The demographic questions asked of the metropolitan teachers were similar to the ones prepared by Southern Illinois University and administered to rural teachers. Wording was changed to be responsive to teachers who do not label themselves as "agriculture teachers." Words such as "Hort-Ag" or "Horticulture" were used. In the departmental section of the demographic data, teachers were asked to record the number of students preparing for the entrance level jobs and the number of practical arts courses. Teachers were also asked to report the names of the Hort-Ag courses taught in their schools. A section on advisory councils was included in the survey instrument. Most agriculture teachers from rural settings have an advisory council for the agricultural program but little is known about the kinds of advisory councils in schools with Hort-Ag programs in metropolitan areas. Some of the data obtained from the demographic survey have not been reported in the first phase of the project but will be used in subsequent phases of the study.

The "Standards" section of the survey instrument was designed to secure teacher ratings of the National Standards. Standards Common to All, Standards Specific to Ornamental

Horticulture, and Standards Specific to Adult Education in Agricultural Occupations, were included in the instrument. Teachers who teach in a small animal or ecology-type program were asked to rate the national standards for Production Agriculture, Natural Resources or Forestry.

The scale used for rating the standards was identical to the one used at Southern Illinois University. The scale reflected four criteria as follows:

1. Essential--is so necessary that this standard should be met by all approved Illinois agricultural occupations programs.
2. Important--is a necessary standard of superior Illinois agricultural occupations programs.
3. Nice to have--is not necessary, but may provide help to some Illinois agricultural occupations programs.
4. Not needed--is not necessary and is not useful for Illinois agricultural occupations programs.

A separate instruction sheet was included with the instrument giving these four levels with directions for using them. All answers were pre-coded allowing for variable responses to most of the questions in the demographic section. The answers to some questions were coded after the survey data had been collected from the respondents.

A pre-test was planned in order to identify any possible problems with the instrument that needed to be changed. The

instrument was given to approximately 25 teachers at a Metro Hort-Ag meeting in early February. Time did not permit completing the survey at the meetings, so the teachers took the instruments home with instructions to complete them and return them to the University. Eleven instruments were returned and analyzed. One problem that was identified in this pilot test was omission of questions in the demographic section. The staff attributed missed questions to their close spacing, so the demographic section was revised allowing each answer to have a line of its own. After the pre-test, a decision was made to use numbers in evaluating standards which the teacher could encircle. This change facilitated accurate and fast keypunching. Also, a special page after each section of the standards was included which provided space for teachers to modify, rewrite or add a standard as they saw fit. The staff determined that these data would be helpful in the future revision of standards not accepted by the teachers.

Collection of Data

The instruments were distributed and collected by mail, except for a few completed instruments that were obtained at the pretesting of 25 teachers at the Metro Hort-Ag Teachers' Association in early February. Mailings were sent to the Hort-Ag teachers identified through the vocational directors which included a letter (Appendix C), an instrument (Appendix D), and a return envelope with postage prepaid.

The mailing of the instruments began April 13 and ended around April 24. A letter was sent on April 24 to remind teachers who had been sent a survey to return them at their earliest convenience (Appendix E). Out of 50 teachers that were identified and given instruments, 33 were returned. Three instruments out of these proved to be unusable because the respondents were teachers who had been incorrectly identified as Hort-Ag teachers.

Processing of Data

Each survey instrument was given an ID number identifying the school and the teacher. In several cases, the teacher did not give his or her name but the school was identified. Answers to open-ended questions were coded and then recorded on separate lists with their code identification. Those questions that were not answered and should not have been answered were coded with a zero. Questions that were not answered but should have been answered were coded with a nine. All data recorded on unrevised instruments were transferred to the revised instrument for processing. All instruments were delivered to the Survey Research Laboratory by May 12. At the Research Laboratory, the data were first recorded on a discette and then verified by a process called key verification. Then, the data were run through a computer to determine frequencies and percentages.

In the printout, each question from the instrument was typed separately and the possible answers were listed with their corresponding code numbers. The absolute, relative, adjusted, and cumulative percentage for each item answer position was determined.

## Presentation of Data

The data collected in this study was of two types; namely, teacher ratings or evaluations of agriculture program standards developed by a national task force and demographic data on 30 Hort-Ag teachers and their schools and communities.

High school agriculture teachers in DuPage and Cook County were asked to rate 120 program standards as "Essential," "Important," "Nice to Have," or "Not Needed." The standards which these teachers were asked to rate had been prepared by agriculture teachers, state supervisors, and teacher educators from all of the 50 states as a national list of program standards. Metropolitan teachers in Cook and DuPage County were asked to evaluate and rate these national standards as part of an effort on the part of the project staff to adapt the standards for use in Illinois. Since emerging programs in urban agriculture vary considerably from traditional programs in downstate Illinois, it was essential that metropolitan teachers have an opportunity to react to the standards being considered.

### Teacher Ratings of National Standards

Fifty Hort-Ag teachers were asked to rate the national standards. Thirty-three teachers completed the survey forms but three of the forms were discarded because the respondents did not qualify as Hort-Ag teachers. The standards which the

teachers were asked to rate were grouped in the following areas:

1. Standards common to all agriculture programs.
2. Standards specific for horticulture programs.
3. Adult education standards.

The data in Table 1 show the standards common to all programs and the percentage of teachers rating each standard as "Essential" or "Important."

Sixty-six (66) standards common to all agricultural occupations programs are included in Table 1. The Item Number corresponds with the numbering system used in the teacher questionnaire. Fifty-four of the 66 standards were rated as "Essential" or "Important" by 2/3 or more of the respondents. Twelve of the standards were rated "Essential" or "Important" by less than 2/3 of the respondents. The 12 standards have been rejected since acceptance of any standard is subject to a rating of "Essential" or "Important" by 2/3 or more of the teacher respondents.

Table 1. Percentage of Metro Hort-Ag Teachers Rating Standards Common to All as "Essential" and "Important"

| ID No.* | Standard | Percentage |
|---|---|---|
| 1308 | Modern and technically accurate instructional materials and textbooks are utilized in the instructional program. | 100.0 |
| 1508 | Instruction in safety is provided in advance of any shop or laboratory work. | 100.0 |
| 4108 | Facilities and equipment meet all current state and federal safety regulations. | 100.0 |
| 4208 | The classroom and laboratory are maintained in an orderly, safe, and attractive condition. | 100.0 |
| 4808 | The instructor possesses the personal, technical, professional and occupational competencies necessary to prepare students for entry level employment or for advanced educational programs. | 100.0 |
| 4908 | The instructor is sensitive to the needs of students and can recognize and make provisions for individual student differences within the instructional program. | 100.0 |
| 2108 | The instructor provides effective coordination, supervision, and occupational guidance to students engaged in occupational experience programs. | 96.7 |
| 4308 | Facilities and equipment are arranged with consideration given to effective teaching, class control, safety, and economy. | 96.7 |
| 0108 | The department's annual and five-year program plans, including goals, objectives, and activities, are on file in the department and with the administration. | 93.3 |
| 0408 | Validated competencies, needed by students for entry and advancement in employment, are utilized in developing objectives for the instructional program. | 93.3 |

*Identification number (ID No.) corresponds to the ID number used to identify each respective standard in the Southern Illinois University instrument located at the end of Part I, Appendix L.

| ID No. | Standard | Percentage |
|---|---|---|
| 0508 | The instructional program contains the necessary balance of class time, laboratory work, field trips, and occupational experience to adequately prepare students for employment or advanced educational programs. | 93.3 |
| 1108 | Community resources, facilities, and insdustries are identified and utilized to enhance the quality of the instructional program. | 93.3 |
| 2008 | Students participating in the occupational experience program are employed in accordance with all applicable federal and state labor laws. | 93.3 |
| 2308 | Agricultural occupations instructors have at least one class preparation period and one period for supervision per instructional day. | 93.3 |
| 2408 | Each instructor responsible for supervision of occupational experience programs maintains adequate records to determine student progress and to assist in placement. | 93.3 |
| 2608 | Students receive (school) credit for all supervised occupational employment programs that are conducted during regular school hours. | 93.3 |
| 4608 | Supplies and equipment are stored in a systematic and safe manner. | 93.3 |
| 4008 | The classrooms, shops, and laboratory stations are adequate for the number of students enrolled. The equipment replicates that found in the occupations for which training is provided. | 93.1 |
| 7008 | Appropriate and accurate financial records are maintained. Administration and/or board-approved policies are provided for the receipt and disbursement of funds. | 92.9 |
| 6108 | The instructional program is supported by an annual board-approved budget that considers program needs and the number of students enrolled. Included are: | 92.4 |

| ID No. | Standard | Percentage |
|---|---|---|
| 6208 | Staff compensation on an annual basis. (85.7) | |
| 6308 | Staff compensation for duties performed beyond the standard teaching day. (85.7) | |
| 6408 | Facility operation and maintenance. (92.9) | |
| 6508 | Equipment and material purchase and replacement. (96.4) | |
| 6608 | Consumable supplies. (100.0) | |
| 6708 | Teacher travel and per diem. (92.4) | |
| 6808 | Transportation for field trips. (92.9) | |
| 6908 | In-service education. (92.9) | |
| 0208 | A written statement of philosophy for vocational education in agricultural occupations is on file and is in harmony with the philosophy statement for the total school. | 90.0 |
| 1908 | The instructor, student, and employer cooperatively develop a formal training agreement and training plan which include essential competencies and experiences that are to be acquired during the program. | 90.0 |
| 2208 | Supervision of students, engaged in cooperative occupational experience programs, is accomplished by both the instructor and the cooperating employer. | 90.0 |
| 3808 | Through an effective public relations program the faculty, students, parents, employers, advisory council members, and the community understand the educational objectives, major activities and accomplishments of the agricultural occupations program. | 90.0 |
| 3908 | The instructors establish and maintain cooperative working relations with leaders in related industries, organizations, and agencies. | 90.0 |
| 4708 | Maintenance and service records of equipment are on file in the department office. | 90.0 |

| ID No. | Standard | Percentage |
|---|---|---|
| 7408 | Results obtained from program evaluations are used to promote, develop and improve the instructional program. | 89.7 |
| 7108 | The instructor, in cooperation with the school guidance counselor, assists in the placement and follow-up of students. A file of placement and employment records is maintained. | 89.3 |
| 0608 | Students enrolled in vocational education in agricultural occupations are also enrolled in other appropriate courses including science, mathematics, social science, and oral and written communications. | 86.7 |
| 0808 | Planned visits are made to prospective employers by the agricultural occupations instructor or school placement officer to determine current manpower needs. | 86.7 |
| 1208 | Lesson plans are developed that clearly state instructional objectives, activities, and resources to be utilized during instruction. | 86.7 |
| 1408 | Students have access to current trade journals and other agricultural publications. | 86.7 |
| 2508 | Each student engaged in a supervised occupational experience program maintains accurate and up-to-date records including financial transactions and competencies acquired during the program. | 83.3 |
| 4408 | A land laboratory, convenient to the school, is provided and utilized in the instructional program. | 83.3 |
| 0308 | The instructional program is reviewed and modified in light of local, state, and federal manpower data. | 82.8 |
| 7708 | The instructor, local administrator(s), and appropriate state education agency staff member(s) meet at regular intervals to formally examine and evaluate the agricultural occupations program. | 82.8 |

| ID No. | Standard | Percentage |
|---|---|---|
| 1708 | Students are engaged in supervised occupational experience programs that are related to their occupational objective and are appropriate in light of their ability and place of residence. | 80.0 |
| 5608 | The agricultural occupations program is an integral part of the local district plan for vocational education. | 79.3 |
| 1008 | Provisions are made to accommodate students with physical handicaps or other special educational needs. | 76.7 |
| 1808 | A systematic plan is utilized to select, develop, and evaluate training stations that assist students in obtaining desired occupational competencies. | 76.7 |
| 3708 | Enrollment policies permit flexible entry and exit from the agricultural occupations program. | 76.7 |
| 0908 | Written courses of study are based on validated competencies and are evaluated and revised annually. | 75.9 |
| 5808 | In multiple-instructor departments, one instructor is appointed and compensated to serve as department head. Job descriptions are on file for all department staff members. | 75.9 |
| 5908 | An agricultural occupations advisory council or committee is formed and meets at least twice a year to help determine program needs and to assist in promotion, and evaluation of the program. | 75.9 |
| 5108 | The maximum assignment per instructor is 25 hours of classroom instructional time, five hours of student advising, and ten hours of supervision and preparation per week. | 75.0 |
| 0708 | The instructional program is articulated with other local secondary, postsecondary, and four-year programs of education in agricultural occupations. | 73.3 |
| 1608 | Transportation is provided to all students for all planned off-campus educational activities. | 73.3 |

| ID No. | Standard | Percentage |
|---|---|---|
| 3608 | The agricultural occupations instructor advises each student on a regular basis and assists those with special educational needs to obtain additional assistance from qualified school personnel. | 73.3 |
| 5208 | The instructor is actively involved in professional teacher organizations which are supported by agricultural educators in the state, and is engaged in continuing in-service professional development programs. | 73.3 |
| 5408 | The department has access to adequate secretarial services. | 72.4 |
| 7308 | One and five-year follow-up surveys of former students are made to determine their current occupational or educational status. | 72.4 |
| 3108 | Leadership development activities are an integral part of the instructional program. | 70.0 |
| 4508 | The departmental office is located so as to provide optimum supervision of activities. | 70.0 |
| 5708 | Representatives of local, area, and state education agencies participate in planning the program of instruction and are kept informed of the progress made. | 67.9 |
| | All standards below are considered unacceptable because the criteria measure for acceptance was determined to be 66.6 percent. | |
| 6008 | The advisory council functions under written guidelines which specify the length of a member's term, responsibilities, and operational procedures. | 65.5 |
| 3308 | Students enrolling in a specialized program of Vocational Education in agricultural occupations have completed a one or two-year basic vocational agriculture program. | 63.3 |
| 5508 | Instructors holding provisional certification will acquire full certification within two years of original employment. | |

| ID No. | Standard | Percentage |
|---|---|---|
| 3508 | A student card or file is maintained for all students and contains current information on occupational objectives, supervised occupational experience programs, leadership activities, complete course work, and other necessary subjects. | 58.6 |
| 3208 | Organizations representing specialized areas of agricultural occupations provide leadership and occupational training for students in postsecondary institutions. | 53.3 |
| 5308 | At least one instructor in the department holds a current Red Cross first aid card or its equivalent. | 53.3 |
| 3408 | Prospective students and their parents are visited by the agricultural occupations instructor and are provided copies of the program objectives prior to their enrollment in the program. | 50.0 |
| 5008 | Instructors are employed on twelve-month contracts to provide for continuous education and supervision of students during summer months. | 50.0 |
| 3008 | The FFA Chapter, YFA Chapter, and other postsecondary organizations provide for the specialized needs and interests of all members and reflect the instructional program. | 33.3 |
| 2708 | All secondary agricultural occupations students are members and participate in the Future Farmers of America (FFA). | 23.3 |
| 2808 | All postsecondary agricultural occupations students are members and participate in the Young Farmers Association (YFA) or other appropriate postsecondary student organizations. | 23.3 |
| 2908 | The local FFA Chapter, YFA Chapter, and other postsecondary organizations involve members in activities at the district, state, and national levels. | 23.3 |

The data in Table 2 show the percentage of respondents rating each of the horticulture standards as "Essential" or "Important."

Twenty horticulture standards were included in the teacher questionnaire. Thirteen of these standards were rated as "Essential" or "Important" by 2/3 or more of the respondents. Seven standards in horticulture were rejected.

Table 2. Percentage of Metro Hort-Ag Teachers Rating Horticulture Standards As "Essential" and "Important"

| ID No.* | Standard | Percentage |
|---|---|---|
| 1105 | Classroom. | 96.4 |
| 1505 | An adequate ornamental horticulture library is maintained and kept current. | 92.9 |
| 0305 | Community resources, facilities, and industries have been identified and are utilized in an attempt to enrich the learning experiences of the students. | 89.3 |
| 0705 | Greenhouse (70 sq. feet/student). | 88.9 |
| 1705 | Equipment is commensurate with state horticultural industry standards and instructional objectives. | 88.9 |
| 6605 | The following ornamental horticulture facilities, conforming to state standards, are available for use in the instructional program. | 88.0 |
| 1005 | Storage area. | 85.7 |
| 0105 | The complete program in ornamental horticulture includes technical horticulture, horticulture mechanics, supervised occupational experience, laboratory experience, leadership training, and occupational guidance. | 82.1 |
| 0505 | The instructors of the ornamental horticulture program also serve as advisors to the vocational student organization that provides leadership training for students enrolled in the program. | 78.6 |
| 0805 | Head house and work area (600 sq. feet total). | 77.8 |
| 2005 | Twenty regular students, or 10 special needs students represent the maximum enrollment in classroom/laboratory classes. | 75.0 |

*ID No. corresponds to the ID number used to identify each respective standard in the Southern Illinois University instrument located at the end of Part I, Appendix Q.

| ID No. | Standard | Percentage |
|---|---|---|
| 1205 | Instructor's office. | 70.4 |
| 1405 | Outdoor land laboratory (5 acres optimum). | 70.4 |

All standards below are considered unacceptable because the criteria measure for acceptance was determined to be 66.6 percent.

| | | |
|---|---|---|
| 1905 | Instructors are certified teachers of agricultural occupations and have earned a minimum of 18 semester credits in ornamental horticulture. In addition, instructors have been employed 12 months or 2,000 hours in the ornamental horticulture industry. | 54.3 |
| 0405 | A minimum of 10 contact hours per week for a minimum of two years is provided for classroom, horticulture mechanics, supervised occupational experience, laboratory experience, leadership and occupational guidance. | 57.1 |
| 9205 | A two-year secondary school program is provided. Students will have completed one or two years of basic study in vocational agricultural occupations. | 53.6 |
| 1305 | Horticulture mechanics laboratory. | 53.6 |
| 1505 | Sales display area. | 51.9 |
| 6905 | Walk-in cooler. | 50.0 |
| 1605 | Restrooms, showers, and locker rooms. | 50.0 |

Table 3 was prepared to show how teachers rated those standards for adult education programs.

Thirty-four adult education standards were rated by the 30 teachers who completed usable survey forms. Twenty-nine of these standards were rated as "Essential" or "Important" by 2/3 or more of the teacher respondents. Five of the standards were accepted by less than 2/3 of the respondents as being "Essential" or "Important."

Table 3. Percentage of Metro Hort-Ag Teachers Rating Adult Education Standards as "Essential" or "Important"

| ID No.* | Standard | Percentage |
|---|---|---|
| 1309 | The instructional program reflects the occupational needs, crucial problems, goals and objectives of the students. These are organized by the instructor into a systematic and sequential schedule which includes individual on-the-job instruction. | 100.0 |
| 1509 | A variety of teaching methods is employed in conducting the instructional program. | 100.0 |
| 1509 | Periodic student evaluation is conducted by the instructor and discussed with the student. | 100.0 |
| 2509 | The local plan provides for facilities and equipment. Funds are budgeted for salaries, travel, educational supplies, and other instructional needs. | 100.0 |
| 2709 | Those enrolled are considered students of the local or area school. | 95.2 |
| 3409 | Summaries of evaluation findings are prepared by local administrators and distributed to the state vocational agricultural occupations administration and to those who participated in making the evaluation. | 95.2 |
| 2409 | Appropriate levels of federal, state and local funding are provided for the development and maintenance of the program. | 95.0 |
| 0109 | Instructors meet certification standards established by the appropriate state vocational education agency. | 90.5 |
| 0609 | Instructors understand and carry out their job descriptions. Itineraries and work schedules are developed and followed. | 90.5 |

*ID No. corresponds to the ID number used to identify each respective standard in the Southern Illinois University instrument at the end of Part I, Appendix T.

| ID No. | Standard | Percentage |
|---|---|---|
| 1409 | Lesson plans are developed that clearly state instructional objectives, learning activities, and resources to be used in the instructional program. | 90.5 |
| 2309 | Both annual and long-term instructional plans are developed to meet local needs. | 90.5 |
| 2609 | All teachers are certified or are otherwise qualified to teach agricultural occupations. | 90.5 |
| 2909 | The enrollment includes ten or more students per class and a minimum of 30 clock hours of instruction. | 85.7 |
| 1109 | Current state standards and guidelines are followed in the development of the adult agricultural occupations education program. | 85.0 |
| 1009 | The Standards for Quality Vocational Programs in Agricultural/Agribusiness Education are used by the school administration and/or the advisory committee in assessing the needs of Young Farmer and other adult education programs in agricultural occupations. The findings are made available for future program planning and development. | 84.2 |
| 0709 | State and local young farmer associations are non-profit, non-political, and non-discriminatory. | 81.0 |
| 1609 | Individualized instruction is provided on a year-round basis. This individual instruction is intensive during the first year and is provided as needed in subsequent years. | 81.0 |
| 2207 | Advisory committee members are selected with the approval of the school administration. | 81.0 |
| 3309 | An annual evaluation of the program is conducted by representatives of school administration, advisory committee, class members, and local and state staff, and uses the Standards for Quality Vocational Programs in Agricultural/Agribusiness Education and other appropriate evaluation instruments. | 81.0 |

| ID No. | Standard | Percentage |
|---|---|---|
| 1209 | The annual plan and related reports for the adult education program are submitted to the local administrator and the appropriate state agency for approval. | 78.9 |
| 2009 | State and local plans provide for the following items 107 - 118: | 78.9 |
| 1709 | Instruction in farm, ranch, and other business records, computerized business analyses, and other decision making techniques are provided in the instructional program. | 76.2 |
| 2109 | Advisory committees representing young and adult farmers and appropriate agribusiness representatives are created to assist in identifying program needs. The committees meet two or more times each year to effectively carry out the programs. | 76.2 |
| 0309 | Adult education instructors hold the minimum of a bachelor's degree, and have completed at least 45 hours (75 quarter hours or 40% of total credit hours) in technical agricultural occupations including management. | 70.0 |
| 0409 | Resource specialists are certified to teach in specific areas for which they qualify by either experience, education, or a combination of both. Instructors who are full-time employees are required to correct any deficiencies that exist, in order to become fully qualified within five years. | 70.0 |
| 0509 | Instructors attend annual state in-service workshops dealing with problems relating to Adult Education in agricultural occupations. | 71.4 |
| 3109 | Qualified supervisory/consultant staff for coordinating Young Farmer and other Adult Education is provided at state and/or district levels. | 71.4 |
| 0909 | The Y.F.A. executive committee, or a committee appointed by it, is responsible for the planning and execution of an annual program of activities. | 66.7 |

| ID No. | Standard | Percentage |
|---|---|---|
| 2509 | Instruction is provided on a year-round basis. | 66.7 |

All standards below are considered unacceptable because the criteria measure for acceptance was determined to be 66.6 percent.

| | | |
|---|---|---|
| 0209 | Instructors employed full-time in Young Farmer and other adult education programs have been specifically trained to work with adults and have successful occupational experience in the area to be taught. | 65.0 |
| 1909 | Young Farmer Chapters and other Adult Education in agricultural occupations are recognized and conducted as part of each state's secondary and post-secondary vocational programs. | 61.9 |
| 3009 | Scheduled time for individual instruction on a year-round basis at the local level is provided. | 61.9 |
| 3209 | The Young Farmer Association (Y.F.A.) is an integral part of the state and local agricultural occupations program. | 60.0 |
| 0899 | The local Y.F.A. advisor is the instructor of the vocational agricultural occupations class(es) for young farmers. | 47.6 |

Demographic Data

The demographic data covers teacher characteristics and school or program characteristics. The data presented in this report has been taken from 30 survey instruments completed by Metropolitan Hort-Ag teachers in Cook and DuPage County. The following information describes the population and sample included in the study:

| | |
|---|---|
| Number of Schools with Hort-Ag Programs | 34 |
| Number of Hort-Ag Teachers in these Schools | 50 |
| Number of Survey Forms Sent | 50 |
| Number of Usable Returns | 30 |
| Number of Respondents from DuPage County | 9 |
| Number of Respondents from Cook County | 21 |

Thirty-three instruments were completed and returned but three of these instruments were completed by teachers who were subsequently classified as non-agriculture. The 30 instruments used to report findings were completed by teachers in 30 schools in DuPage and Cook County.

Teacher Characteristics

Information concerning the 30 Hort-Ag teachers who completed survey instruments in this study has been outlined in Tables 4-10 which follow:

Table 4. Professional Preparation of Teachers

| Degree | Number | Percentage |
|---|---|---|
| BS degree | 9 | 30.0 |
| MS degree | 10 | 33.3 |
| MS + 30 hrs. | 10 | 33.3 |
| Ph.D. or Ed.D. | 1 | 3.3 |
| Total | 30 | 100.0 |

Table 5. Undergraduate Major of Teachers

| Major | Number | Percentage |
|---|---|---|
| Agriculture | 4 | 13.3 |
| Agriculture Education | 3 | 10.0 |
| Biology | 12 | 40.0 |
| Biology Education | 1 | 3.3 |
| Earth Science | 1 | 3.3 |
| Geology | 1 | 3.3 |
| Ornamental Horticulture | 1 | 3.3 |
| Physical Education | 1 | 3.3 |
| Plant and Soil Science | 1 | 3.3 |
| Psychology | 1 | 3.3 |
| Science | 1 | 3.3 |
| Zoology | 2 | 6.7 |
| No Major | 1 | 3.3 |
| Total | 30 | 100.0 |

Table 6. Graduate Major of Teachers

| Major | Number | Percentage |
|---|---|---|
| Agricultural Education | 3 | 10.0 |
| Agronomy | 1 | 3.3 |
| Biological Science | 1 | 3.3 |
| Biology | 5 | 16.7 |
| Biology Education | 2 | 6.7 |
| Counselor Education | 1 | 3.3 |
| Curriculum & Supervision | 1 | 3.3 |
| Education | 4 | 13.3 |
| Educational Administration | 2 | 6.7 |
| Environmental Technology | 1 | 3.3 |
| Extension Education | 1 | 3.3 |
| Natural Science | 1 | 3.3 |
| Physical Education | 1 | 3.3 |
| Secondary Education | 1 | 3.3 |
| Votec Education | 1 | 3.3 |
| No Major | 4 | 13.3 |
| Total | 30 | 100.0 |

Table 7. Type of Certificate Held by Teachers

| Certificate | Number | Percentage |
|---|---|---|
| Provisional | 2 | 6.7 |
| Permanent | 28 | 93.3 |
| Total | 30 | 100.0 |

Table 8. Length of Teaching Contract

| Months | Number | Percentage |
|---|---|---|
| 9 | 6 | 20.0 |
| 9½ | 7 | 23.3 |
| 10 | 9 | 30.0 |
| 10½ | 3 | 10.0 |
| 12 | 5 | 16.7 |
| Total | 30 | 100.0 |

Table 9. Membership in Professional Organizations

| Organization | Number | Percentage |
|---|---|---|
| IVA | 7 | 23.3 |
| NVATA | 5 | 16.7 |
| AVA | 5 | 16.7 |
| IAVAT | 5 | 16.7 |
| IACCAI | 0 | 0.0 |
| IEA | 17 | 56.7 |
| IFT | 8 | 26.7 |
| Total | 30 | |

Table 10. Sex of Teachers

| Sex | Number | Percentage |
|---|---|---|
| Male | 18 | 60.0 |
| Female | 12 | 40.0 |
| Total | 30 | 100.0 |

The data presented in Tables 4-10 may be summarized as follows:

1. Two-thirds of the teachers have a Master's degree, Ph.D. degree or have taken course work beyond the Master's degree level.
2. Only 23% of the teachers included in this study majored in Agriculture or Agricultural Education as undergraduates. More than half of the teachers have undergraduate majors in biology or general science areas.
3. A majority of the teachers took graduate work in areas other than agriculture.
4. Most of the teachers (93.3%) hold a permanent-type teaching certificate.
5. Seventeen of the 30 teachers are employed on a ten-month or longer contract.
6. A high percentage (83.4%) of the teachers included in this study are members of the Illinois Education Association or the Illinois Federation of Teachers. Seven teachers belong to the Illinois Vocational Association and five belong to the National Vocational Agriculture Teachers Association.
7. Of the 30 Hort-Ag teachers included in this study, 60% are male and 40% are female.

Community and School Data

Information concerning the 30 schools and communities where the Hort-Ag programs and teachers included in this study are located has been outlined in Tables 11-16 which follow:

Table 11. Size of Largest City, Suburb or Town in Teachers' District

| Population | Number | Percentage |
|---|---|---|
| 12,001- 25,000 | 4 | 13.3 |
| 25,001- 50,000 | 10 | 33.3 |
| 50,001-100,000 | 9 | 30.0 |
| Over 100,000 | 7 | 23.3 |
| Total | 30 | 100.0 |

Table 12. Size of High School or Vocational Center

| Student Population | Number | Percentage |
|---|---|---|
| 751 - 1,000 | 1 | 3.3 |
| 1,001 - 2,000 | 10 | 33.3 |
| 2,001 - 5,000 | 14 | 46.7 |
| Over 10,000 | 3 | 10.0 |
| Not reported | 2 | 6.7 |
| Total | 30 | 100.0 |

Table 13. Name of Department where Hort Program is Administered

| Name | Number | Percentage |
|---|---|---|
| Horticulture | 6 | 23.1 |
| Science | 19 | 73.1 |
| Technical Arts | 1 | 3.8 |
| Total | 26 | 100.0 |

Table 14. Advisory Council for Hort/Ag Program

| Response | Number | Percentage |
|---|---|---|
| Yes | 12 | 40.0 |
| No | 18 | 60.0 |
| Total | 30 | 100.0 |

Table 15. Co-op Programs Available to Ag Students

| Response | Number | Percentage |
|---|---|---|
| Yes | 17 | 58.6 |
| No | 12 | 41.4 |
| Total | 29 | 100.0 |

Table 16. Number and Percentage of Schools which Enroll Varying Numbers of Students in Job Preparation and in Practical Arts Courses in Hort-Ag

| Size of Enrollment | Job Preparation | | Practical Arts | |
|---|---|---|---|---|
| | Number | Percentage | Number | Percentage |
| 0-25 | 16 | 57.1 | 14 | 50.1 |
| 26-50 | 4 | 14.3 | 5 | 17.8 |
| 51-75 | 5 | 17.9 | 3 | 10.7 |
| 76-100 | 2 | 7.1 | [illegible] | 7.1 |
| 101-125 | 0 | 0.0 | [illegible] | 10.7 |
| 126-150 | 0 | 0.0 | [illegible] | 0.0 |
| 151-175 | 0 | 0.0 | 1 | 3.6 |
| 176-200 | 1 | 3.6 | 0 | 0.0 |
| Total | 28 | 100.0 | 28 | 100.0 |

The data presented in Tables 11-16 may be summarized as follows:

1. Metropolitan Hort-Ag programs included in this study were offered by large schools located in urban and suburban centers. All of the schools included in the study had enrollments of 750 students or more. All but four of the schools were located in cities with a population of 25,000 or more persons.
2. In approximately three-fourths of the schools included in this study, horticulture was administered through the science department.

3. Eighty percent (80%) of the schools used an advisory council for the Hort-Ag program.
4. Seventeen of the 30 schools reported that cooperative education programs were available to the Hort-Ag students.
5. Fifty percent (50%) of the schools indicated that some or all of the students enrolled in the Hort-Ag program were enrolled as "practical arts" students. It appears that many schools offer horticulture courses as general education courses.

## Summary

The national standards developed in Kansas City in 1976 and later validated at Iowa State University, were the basis for the metropolitan phase of the Illinois Standards Project. In attempting to adapt these standards to the school settings where metropolitan Hort-Ag programs are offered, the project staff soon became aware of some unique problems.

Metropolitan Hort-Ag programs in the Chicago area are, for the most part, newly developed or in the developmental stage. Many of these programs have been started by science teachers as a part of the science program. The teachers who are starting these programs are attempting to meet vocational program standards within the constraints that exist in their schools. Many of the teachers who provided ratings and evaluations of the national standards have a limited amount of experience on which to base their ratings. Thus, the limitations which are present in using judgments of the metropolitan teachers to modify the national standards need to be recognized and considered.

Thirty of the fifty teachers contacted provided evaluations of the national standards in the areas of horticulture, adult education, and standards common to all programs. The results of these ratings shown in Tables 1, 2 and 3 indicate that most of these standards were rated as "Essential" or "Important" by 2/3 or more of the 30 teachers.

Because of the limitations enumerated above, it appears that additional work needs to be done on the proposed standards for the metropolitan programs. The standards in Tables 1, 2 and 3 which were acceptable to 2/3 or more of the teacher respondents should not be considered as a final product in the research process. Additional work is planned for Phase II of the Illinois Standards Project which will be conducted in 1978-79.

Plans for Phase II of the Illinois Standards Project include a further modification and refinement of program standards with input from a metropolitan teacher steering committee. In addition, ratings received from horticulture teachers in downstate Illinois will be used in the refinement process. The research project staff will utilize the collective wisdom of experienced teachers, state staff and others to prepare a useful list of standards which can be appropriately implemented in the Chicago area. The Phase II plan also includes in-service workshops for teachers and administrators to plan for the adoption of the program standards by local schools. The research conducted in Phase I and the workshops planned in Phase II should be of critical importance to teachers and administrators in metropolitan schools who are developing or plan to develop new agriculture programs.

# APPENDIX

Appendix A

Name _____

District _____

| Name of school(s) with Hort/Ag Program | Name of Hort/Ag Program | Contact Person and address at which they can be reached |
|---|---|---|
| | | |

Appendix B

# University of Illinois at Urbana-Champaign

College of Education
Department of Vocational
and Technical Education
**DIVISION OF AGRICULTURAL EDUCATION**

357 Education Building
Urbana, Illinois 61801
(217) 333-3166

April 12, 1978

You may or may not be aware that educators are working toward the validation of standards for Hort/Ag programs in Illinois secondary schools. Funded by the state, the University of Illinois has taken on a three-phase project. The first phase concerns the identification of those Hort/Ag teachers and programs in Cook and DuPage Counties. The second phase involves the distribution of standards for rating by the identified teachers. The third phase involves the tentative adoption of those acceptable standards.

On April 6, Dr. Walker met with the Suburban Association of Vocational Education Administrators from DuPage and other suburban counties. At that meeting the vocational directors identified your program and you as a contact person in the program. We are requesting that you help us by filling out the enclosed form and returning it as soon as possible.

Thank you.

Sincerely yours,

Marcia Heminger
Research Assistant for the
Standards Project

MH:eh
Enc.

Please identify all teachers involved in a Hort/Ag program and indicate in which program they are involved.

| Teacher's Name | Ag Production | Ag Supply | Ag Mechanization | Ag Products | Horticulture | Natural Resources | Forestry |
|---|---|---|---|---|---|---|---|
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |

For each program checked above please indicate course(s) offered and students enrolled in that program.

For those who do not have a program, please indicate your future plans concerning the development of any Hort/Ag program or course.

Appendix C

# University of Illinois at Urbana-Champaign

College of Education
Department of Vocational
and Technical Education
DIVISION OF AGRICULTURAL EDUCATION

357 Education Building
Urbana, Illinois 61801
(217) 333-3166

April 19, 1978

You may or may not be aware that educators are working towards the validation of standards for Hort/Ag programs in Illinois secondary schools. These standards are criterion measures that have been nationally determined and validated by educators to serve as a guide in developing quality Hort/Ag programs. As it is important that Hort/Ag teachers have a say in determining the standards that indicate a quality Hort/Ag program, the University of Illinois staff is working on a three-phase project.

A. The first phase is concerned with the identification of Hort/Ag teachers and programs in Cook and DuPage Counties.

B. The second phase involves the distribution of standards for rating by the identified teachers.

C. The third phase involves the tentative adoption of acceptable standards.

You have been identified as a Hort/Ag teacher in a Hort/Ag program. We are asking you to fill out the enclosed instrument. If you received a survey at a Metropolitan Hort/Ag Teachers' Association meeting and did not complete the form, please disregard that form and complete the one enclosed. There are several sections that make up the instrument. One page has been inserted after each section to permit written comments on specific standard statements.

Please complete the entire instrument. Your input will have an influence on standards that are adopted. Thank you for your time and cooperation.

Sincerely,

R. W. Walker
Project Director

Marcia Heminger
Research Assistant

eh
Encl.

Appendix D

Confidential Information

University of Illinois/Urbana-Champaign
Southern Illinois University/Carbondale

School: _____ 1-4
Address: _____
Voc. Director: _____ 5
Name (Optional): _____

## TEACHER PROFILE

1. Professional Preparation: (circle highest level college credit) 6

| | |
|---|---|
| High School | 1 |
| 2 years college | 2 |
| AAS degree | 3 |
| AA degree | 4 |
| BS degree | 5 |
| MS degree | 6 |
| MS + 30 hrs. | 7 |
| Ph.D. or Ed.D. | 8 |

2. a. Undergraduate major _____ 7-8
   minor _____ 9-10

   b. Graduate studies major _____ 11-12
   minor _____ 13-14

3. Teaching Certification (circle one) 15

| | |
|---|---|
| Temporary | 1 |
| Provisional | 2 |
| Permanent | 3 |
| Not Certified | 4 |

4. Length of your teaching contract: (circle one) 16

| | |
|---|---|
| 9 mo. | 1 |
| 9½ mo | 2 |
| 10 mo | 3 |
| 10½ mo. | 4 |
| 11 mo | 5 |
| 11½ mo. | 6 |
| 12 mo | 7 |

5. Are you a member of: (circle all that apply)

| | |
|---|---|
| IVA | 1 (17) |
| NVATA | 2 (18) |
| AVA | 3 (19) |
| IAVAT | 4 (20) |
| IACCAI | 5 (21) |
| IEA | 6 (22) |
| IFT | 7 (23) |
| Others (specify) _____ | (24-29) |

6. Sex:

| | | |
|---|---|---|
| Male | 1 | 30 |
| Female | 2 | |

## COMMUNITY AND SCHOOL

1. Size of the largest city, suburb, or town in your educational district:

| | | |
|---|---|---|
| 0-1,000 | 1 | 31 |
| 1,001-3,000 | 2 | |
| 3,001-6,000 | 3 | |
| 6,001-12,000 | 4 | |
| 12,001-25,000 | 5 | |
| 25,001-50,000 | 6 | |
| 50,001-100,000 | 7 | |
| Over 100,000 | 8 | |

2. Size of High School, Area Vocational Center: Full-time Equivalent:

| | | |
|---|---|---|
| 100-250 | 1 | 32 |
| 251-500 | 2 | |
| 501-750 | 3 | |
| 751-1,000 | 4 | |
| 1,001-2,000 | 5 | |
| 2,001-5,000 | 6 | |
| 5,001-10,000 | 7 | |
| Over 10,000 | 8 | |

3. Teaching Assignment: (circle all that apply)

| | | |
|---|---|---|
| High School | 1 | 33 |
| Area Vocational Center | 2 | 34 |
| Community College | 3 | 35 |

4. Name of Department

| | | |
|---|---|---|
| Horticulture | 1 | 36 |
| Science | 2 | |
| Other _____ | | |

5. Number of people in department _____ 37-38

## ADVISORY COUNCIL INFORMATION

1. Do you have an advisory council solely for vocational agriculture at your school?

| | | |
|---|---|---|
| Yes | 1 | 39 |
| No | 2 | |

2. Do you have an advisory council for all vocational programs at your school?

| | | |
|---|---|---|
| Yes | 1 | 40 |
| No | 2 | |

Confidential Information

University of Illinois/Urbana-Champaign
Southern Illinois University/Carbondale

## TEACHING AND WORK EXPERIENCE

1. How many years including this year of secondary teaching experience?

Hort/Ag _____ 41-42
Other _____ 43-44

2. How many years including this year of post-secondary teaching experience?

Hort/Ag _____ 45-46
Other _____ 47-48

3. Years of Hort/Ag work experience other than teaching since the age of 18?

_____ 49-50

4. Years of other work experience other than teaching since the age of 18?

_____ 51-52

5. a. Have you supervised student teachers?

Yes . . . . . 1 53
No. . . . . 2

b. If yes, how many years did you supervise?

_____ 54-55

## COOPERATIVE EDUCATION INFORMATION

1. Is a cooperative education program available to your agriculture students?

Yes . . . . . 1 56
No. . . . . 2

2. Do you place coop students?

Yes . . . . . 1 57
No. . . . . 2

3. Are you the supervising instructor for coop students?

Yes . . . . . 1 58
No. . . . . 2
Not applicable. . . . . 3

4. Do you teach the general related coop class?

Yes . . . . . 1 59
No. . . . . 2
Not applicable. . . . . 3

Confidential Information

University of Illinois/Urbana-Champaign
Southern Illinois University/Carbondale

## DEPARTMENTAL INFORMATION

1. List the total students enrolled in your Hort/Ag. program.

Preparing for an entrance level job _____ 60_62
Practical arts course _____ 63-65

2. Please indicate which of the following agricultural occupation programs you have at your school.

66-67
Production Ag . . . . . 1
Ag Products . . . . . 2
Horticulture. . . . . 3
Ag Supplies and Services. . . . . 4
Ag Mech . . . . . 5
Ag Resource . . . . . 6
Forestry. . . . . 7

3. List course names for each program checked above.

_____ 68-70

_____ 71-73

_____ 74-76

_____ _____ 77-79

_____ 80/1

_____

_____

_____

Appendix E

# University of Illinois at Urbana-Champaign

College of Education
Department of Vocational
and Technical Education
DIVISION OF AGRICULTURAL EDUCATION

357 Education Building
Urbana, Illinois 61801
(217) 333-3166

April 24, 1978

TO: Metropolitan Horticulture/Agricultural Teachers

FROM: Robert W. Walker, Director, Standards for Quality Programs in Horticulture/Agriculture

SUBJECT: Status of Standards Surveys

Just a reminder to let you know as of this date we have not received your survey concerning the standards for the metropolitan area. It is important that your response be included in our study. We would prefer to have the instrument returned to us by May 1st as there will be a preliminary presentation of standard findings at a steering committee meeting on May 4th. If you can't make the May 1st deadline it is still important that you mail it in for our final report.

Also I just thought I'd point out that the postage on those return envelopes we sent you is already paid for. All you need do is fill out the survey and mail. Thanks for your cooperation. If you have returned your survey please disregard this letter.

RWW:eh

"END OF DOCUMENT"